

# 2008 AP EXAM REVIEW GUIDE



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# 1. GUIDE TO AP EUROPEAN HISTORY REVIEW SITES

**NOTE: No individual AP European History class can cover every fact or idea that might be on the 2008 exam, and this makes the use of review sites, usually put together by an AP teacher somewhere, particularly valuable, as it exposes you to those facts that were not covered this year in either class or textbook.**

1. [http://apcentral.collegeboard.com/apc/members/exam/exam\\_questions/2085.html](http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2085.html)  
This is the official College Board site, and it has lots of information on the Exam, sample multiple choice and essay questions, explanations, scoring standards, etc.
2. <http://www.historyteacher.net/APEuroCourse/EHAPQuizMainPage.htm> A great many interactive quizzes, organized by AP Europe categories
3. <http://www.angelfire.com/fl4/ap/reviewques.html> Interactive/online quizzes, organized by AP Europe categories
4. <http://www.angelfire.com/tx/sandersonAP/> More interactive online quizzes, this time in matching format
5. <http://www.lizardpoint.com/fun/geoquiz/euroquiz.html> A pretty good geography quiz, to review an area you definitely need to review in
6. <http://www.angelfire.com/tx/sandersonAP/> A good collection of unit outlines, prepared by a veteran and highly regarded AP Europe teacher. GO TO 'NOTES' link on the left column.
7. [http://www.fresno.k12.ca.us/schools/s090/lloyd/european\\_history\\_index.htm](http://www.fresno.k12.ca.us/schools/s090/lloyd/european_history_index.htm)  
General and pretty short very short overviews of AP Europe units.
8. <http://www.historyteacher.net/EuroProjects/ExamReviewSheets/APEuroMainReviewPage.htm> A very good site for short outlines of AP Europe units.
9. [http://edweb.tusd.k12.az.us/uhs/website/Courses/APEH/APEH\\_Home\\_Page.htm](http://edweb.tusd.k12.az.us/uhs/website/Courses/APEH/APEH_Home_Page.htm)  
Content outlines, terms lists, quizzes.
10. <http://www.almuskie.com/ap.htm#top> A wordy but pretty good tutorial on essay-writing for the AP European History Exam.

THERE ARE MANY MORE SITES THAT YOU CAN INVESTIGATE BY  
GOOGLING AP EUROPEAN HISTORY REVIEW.



## 2. GUIDE TO FRQ QUESTIONS

**NOTE: F.R.Q. refers to the two essay questions that you will be required to answer in Section II, Parts B and C. They are thematic essays, meaning that you will be expected to present a clear thesis that answers the question, and to support that thesis with specific and accurate factual evidence. This essay has no documents. One part (usually but not always Part B) will present three questions from the first part of European History (very generally, Renaissance to Napoleon); the second part (usually but not always Part C) will present three questions from the early 19<sup>th</sup> century to the late 20<sup>th</sup> century. You will choose and write one question from Part B and one question from Part C. Suggested time for both questions is 70 minutes: 5-10 minutes preparing each, and 25-30 minutes writing. The DBQ counts for 45% of the Free Response Section; the FRQ's together count for 55%.**

**A. FRQ'S 1991-2007.** From each group, you ought to be able to do one. If a question involves something of which you have never heard (it is possible, since no AP class can cover everything that might be asked.), find out about it!

### 2007

#### **PART B.**

2. Analyze the impact of the rise of militarism and the Second World War on the lives of European women. In your answer consider the period 1930 to 1950.
3. Considering the period 1953 to 1991, analyze the problems within the Soviet Union that contributed to the eventual collapse of the Soviet system.
4. Analyze the problems and opportunities associated with the rapid urbanization of Western Europe in the nineteenth century.

#### **PART C.**

5. Analyze the factors that prevented the development of a unified German state in the 16<sup>th</sup> and 17<sup>th</sup> centuries.
6. Britain and France were engaged in a geopolitical and economic rivalry during the 18<sup>th</sup> century. Identify the factors that contributed to this rivalry, and assess the results for both countries over the period 1689 to 1789.
7. Identify the grievances of the groups that made up the Third Estate in France on the eve of the French Revolution, and analyze the extent to which ONE of these groups was able to address its grievances in the period 1789 to 1799.

### 2006

#### **PART B.**

2. Compare and contrast the relationship between the artist and society in the Renaissance/Reformation period to the relationship between the artists and society in the late 19<sup>th</sup> century.
3. Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the 16<sup>th</sup> century.
4. Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550 to 1700.

#### **PART C.**

5. Compare and contrast the social and economic roles of the state in 17<sup>th</sup> and 18<sup>th</sup> century Europe (before 1789) to the social and economic roles of the state in Europe after the Second World War.
6. In the period 1815-1900, political liberalization progressed much further in western Europe than in Russia. Analyze the social and economic reasons for this difference.
7. Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany's defeat in the Second World War.

### 2005

#### **PART B.**

2. Analyze how economic and social developments affected women in England in the period from 1700 to 1850.
3. Using examples from **at least two** different states, analyze the key features of the "new monarchies" and the factors responsible for their rise in the period 1450 to 1550.
4. Compare and contrast the motives and actions of Martin Luther in the German states and King Henry VIII in England in bringing about religious change during the Reformation.

#### **PART C.**

5. Historians speak of the rise of mass politics in the period from 1880 to 1914. Define this phenomenon and analyze its effects on European politics in this period.
6. Assess the extent to which the economic and political ideals of Karl Marx were realized in post-revolutionary Russia in the period from 1917 to 1939.
7. Analyze the economic, technological, and institutional factors responsible for western Europe's domination of world trade from 1650 to 1800.

### 2004

#### **PART B.**

2. Compare and contrast the extent to which the French Revolution (1789-1799) and the Russian Revolution (1917-1924) changed the status of women.
3. Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920's and 1930's.
4. Analyze the factors working for and against European unity from 1945 to 2001.

#### **PART C.**

5. Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis.
6. Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750.
7. Compare the impact of nationalism in Germany and the Austrian Empire from 1848 to 1914.

## 2003

### PART B.

- Identify features of the 18<sup>th</sup> century Agricultural Revolution and analyze its social and economic consequences.
- Louis XIV declared his goal was “*one king one law one faith*”. Analyze the methods the king used to achieve this objective and discuss the extent to which he was successful.
- Explain how advances in learning and technology influenced 15<sup>th</sup>-16<sup>th</sup> century European exploration and trade.

### PART C.

- Analyze three reasons for the end of Soviet domination over eastern Europe.
- Analyze three examples of the relationship between Romanticism and nationalism before 1850.
- How and to what extent did Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799?

## 2002

### PART B.

- Compare and contrast the religious policies of TWO of the following:  
ELIZABETH I      CATHERINE DE MEDICIS OF FRANCE      ISABELLA I OF SPAIN
- Analyze at least TWO factors that account for the rise and TWO factors that explain the decline of witchcraft persecution and trials in Europe in the period from 1580 to 1750.
- Analyze the impact of the First World War on European culture and society in the interwar period (1919-1939)

### PART C.

- In what ways and to what extent did absolutism affect the power and status of the European nobility in the period 1650 to 1750. Use examples from at least TWO countries.
- Many historians have suggested that since 1945, nationalism has been on the decline in Europe. Using both political and economic examples from the period 1945 to 2000, evaluate the validity of this interpretation.
- Compare and contrast the foreign policy goals and achievements of Metternich (1815-1848) and Bismarck (1862-1890)

## 2001

### PART B.

- Analyze how and why Western attitudes toward children and child-rearing changed in the period from 1750 to 1900.
- Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715.
- Discuss the political and social consequences of the Protestant Reformation in the 1<sup>st</sup> half of the 16<sup>th</sup> century.

### PART C.

- How did new theories in physics and psychology in the period from 1900 to 1939 challenge existing ideas about the individual and society?
- Compare and contrast the political and economic effects of the Cold War (1945-1991) on Western Europe with the effects on eastern Europe.
- Compare and contrast the French Jacobins' use of state power to achieve revolutionary goals during the Terror (1793-1794) with Stalin's use of state power to achieve revolutionary goals during the period 1928 to 1939.

## 2000

### PART B.

- Compare and contrast the political and economic policies of Joseph Stalin in the period before the Second World War and those of Mikhail Gorbachev (1985-1991)
- “*Leadership determines the fate of a country.*” Evaluate this quotation in terms of Spain's experience under Philip II.
- Discuss three developments that enabled Great Britain to achieve a dominant economic position between 1700 and 1830.

### PART C.

- Evaluate how the ideas of Charles Darwin and Sigmund Freud challenged Enlightenment assumptions about human behavior and the role of reason.
- Man for the field and woman for the hearth:  
Man for the sword and for the needle she:  
Man with the head and women from the heart:  
Man to command women to obey:

How accurately do the lines of poetry above reflect gender roles for European men and women in the late 19<sup>th</sup> century?

- Explain the development of the scientific method in the 17<sup>th</sup> century and the impact of scientific thinking on traditional sources of authority.

## 1999

### PART B. These questions were all related to illustrations.

- Contrast how a Marxist and a Social Darwinist would account for the differences in the conditions of these two mid-19<sup>th</sup> century families.
- Analyze the ways in which the contrasting styles of these two paintings reflect the different economic values and social structure of France and the Netherlands in the 17<sup>th</sup> century.
- Contrast the historical context, beliefs, and behavior of European youth represented by these two photographs. (Berlin, 1934, Paris, 1968)

**PART C.**

5. Machiavelli suggested that a ruler should behave both *"like a lion"* and *"like a fox"*. Analyze the policies of TWO of the following European rulers, indicating the degree to which they successfully followed Machiavelli's suggestion.

ELIZABETH I OF ENGLAND

HENRY IV OF FRANCE

CATHERINE THE GREAT OF RUSSIA

FRDERICK II OF PRUSSIA

6. Discuss the relationship between politics and religion by examining the wars of religion. Choose TWO specific examples from the following:

DUTCH REVOLT

FRENCH WARS OF RELIGION

ENGLISH CIVIL WAR

THIRTY YEARS' WAR

7. Compare and contrast the degree of success of treaties negotiated in Vienna (1814-5) and Versailles (1919) in achieving European stability.

**1998****PART B.**

2. Using specific examples from Eastern and Western Europe, discuss economic development during the period 1945 to the present, focusing on ONE of the following

a) Economic recovery and integration

b) Development of the welfare state and its subsequent decline

3. Compare and contrast the roles of British working women in the preindustrial economy (before 1750) with their roles in the era 1850 to 1920.

4. To what extent and in what ways did nationalist tension in the Balkans between 1870 and 1914 contribute to the outbreak of the First World War?

**PART C.**

5. To what extent did the Enlightenment express optimistic ideas in 18<sup>th</sup> century Europe? Illustrate your answer with reference to specific individuals and their works.

6. Compare and contrast the Lutheran Reformation and the Catholic Reformation of the 16<sup>th</sup> century regarding the reform of both religious doctrine and religious practices.

7. Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists.

**1997****PART B.**

2. Focusing on the period before 1600, describe and analyze the cultural and economic interactions between Europe and the Western Hemisphere as a result of the Spanish and Portuguese exploration and settlement.

3. Analyze the policies of three European colonial powers regarding Africa between 1871 and 1914.

4. Describe and analyze the resistance to Soviet authority in the Eastern bloc from the end of the Second World War through 1989. Be sure to include examples from at least two Soviet satellite countries.

**PART C.**

5. Describe and analyze the economic, cultural, and social changes that led to and sustained Europe's rapid population growth in the period from approximately 1650 to 1800.

6. Discuss some ways in which Romantic artists, musicians, and writers responded to political and socioeconomic conditions in the period from 1800 to 1850. Document your response with specific examples from discussions of at least two of the three disciplines: visual arts, music, and literature.

7. Account for the responses of the European democracies to the military aggression by Italy and Germany during the 1930's.

**1996****PART B.**

2. Compare and contrast the patronage of the arts by Italian Renaissance rulers with that by dictators of the 1930's.

3. Compare and contrast the relationships between the great powers and Poland in the periods 1772-1815 and 1918-1939.

4. Compare and contrast the women's suffrage movements of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries with the European feminist movements of the 1960's and 1970's

**PART C.**

5. Assess the extent to which the Protestant Reformation promoted new expectations about social roles in the 16<sup>th</sup> century. Refer to at least two social groups in your assessment.

6. Identify the major social groups in France on the eve of the 1789 Revolution. Assess the extent to which their aspirations were achieved in the period from the meeting of the Estates-General (May 1789) to the declaration of the republic (August 1792)

7. Describe the physical transformation of European cities in the 2<sup>nd</sup> half of the 19<sup>th</sup> century and analyze the social consequences of this transformation.

**1995****PART B.**

2. Compare and contrast the attitudes of Martin Luther and John Calvin toward political authority and social order.

3. Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France, 1600-1715.

4. Identify four specific changes in science and technology, and explain their effects on Western family and private life between 1918 and 1970.

**PART C.**

5. Compare and contrast the extent to which Catherine the Great and Joseph Stalin were 'Westernizers'.

6. Discuss the ways in which European Jews were affected by and responded to liberalism, nationalism, and anti-Semitism in the 19<sup>th</sup> century.

7. Analyze the key developments that characterized the European economy in the 2<sup>nd</sup> half of the 19<sup>th</sup> century.

**PART B.**

2. Explain the ways in which Italian Renaissance humanism transformed ideas about the individual's role in society.
3. Between 1450 and 1800, many women gained power as rulers, some as reigning monarchs, others as regents. Identify two such powerful women and discuss how issues of gender, such as marriage and reproduction, influenced their ability to obtain and exercise power.
4. Analyze the ways in which Enlightenment thought addressed religious belief and social issues in the 18<sup>th</sup> century.

**PART C.**

5. Discuss and analyze the political and economic reasons for the failure of parliamentary democracy in Germany after World War I.
6. Describe and analyze the long-term social and economic trends in the period 1860 to 1917 that prepared the ground for revolution in Russia.
7. Analyze the common political and economic problems facing Western European nations in the period 1945-1960 and discuss their responses to these problems.

**SELECTED QUESTIONS, 1984-1993**

1. In 1490 there was no such country as Spain, yet within a century it had become the most powerful nation in Europe and within another had sunk to the status of a 3<sup>rd</sup>-rate power. Describe and analyze the major social, economic, and political reasons for Spain's rise and fall.
2. Describe and analyze the changes in the role of Parliament in English politics between the succession of James I and the Glorious Revolution.
3. Describe the ways in which conservative political and social views shaped the peace settlement of the Congress of Vienna. Explain the consequences of the peace settlement for the period 1815 to 1848.
5. Describe and analyze the issues and ideas in the debate in Europe between 1750 and 1846 over the proper role of government in the economy. Give specific examples.
6. Contrast European diplomacy in the periods 1890 to 1914 and 1918 to 1939, respectively. Include in your analysis goals, practices, and results.
7. "*Napoleon was a child of the Enlightenment.*" Assess the validity of the statement. Use examples referring to both specific aspects of the Enlightenment and to Napoleon's policies and attitudes.
8. Describe and analyze the ways in which 16<sup>th</sup> century Roman Catholics defended their faith against the Protestant Reformation.
9. Describe the new astronomy of the 16<sup>th</sup> and 17<sup>th</sup> centuries and analyze the ways in which it changed scientific thought and methods.
10. Describe and compare the differences among Utopian socialists, Karl Marx, and Revisionist socialists in their critiques of 19<sup>th</sup> century European economy and society.
11. Assess the extent to which the unification of Germany under Bismarck led to authoritarian government there between 1871 and 1914.
12. Compare and contrast the views of Machiavelli and Rousseau on human nature and the relationship between government and the governed.
13. Describe the steps taken between 1832 and 1918 to extend the suffrage in England. What groups and movements contributed to the extension of the vote?

**B. ANALYSIS OF F.R.Q. QUESTIONS, 1983-2007**

The following table presents a general picture of what topics are more or less likely to appear as FRQ questions. It is approximate, and refers to general topics only. For example, if a question asks for a comparison between women's status in the Renaissance and Enlightenment, it would be counted in the table below for three topics: women, Renaissance, and Enlightenment. Refer to Part A above for the specific questions. The table is chronological, more or less.

TOPIC	EXAM YEAR
RENAISSANCE	2006 2004 2003B* 1998 1996 1994 1984
NEW MONARCHS	2005 1999
AGE OF EXPLORATION	2006 2005 2004B 2003 2001 1997 992
COMMERCIAL REVOLUTION	2004B 2003 2001 1992
16 <sup>TH</sup> -17 <sup>TH</sup> CENTURIES GENERAL	2007 2002 2000 1999
PROTESTANT REFORMATION	2005 2001 1998 1996 1995
CATHOLIC COUNTER-REFORMATION	2006 2002B 2001 1998 1991 1990
RELIGIOUS WARS	2002 2000 1999
AGE OF ABSOLUTISM	2004B 2003 2003B 2002 1999 1995 1991 1989
CONSTITUTIONALISM	2002B 1994 1993
SCIENTIFIC REVOLUTION	2004 2000 1991
ENLIGHTENMENT	2003 2000 1998 1994 1993 1990 1984
ENLIGHTENED ABSOLUTISM	2002B 1999 1995
AGRICULTURAL REVOLUTION	2003 1998
17 <sup>TH</sup> -18 <sup>TH</sup> CENTURY ECONOMIC CHANGE /MERCANTILISM	2002B 2001 1995
FRENCH REVOLUTION	2007 2004 2003 2001 1996 1993 1992 1989
INDUSTRIAL REVOLUTION/INDUSTRIALIZATION	2005 2000 1993 1992 1991 1989
1815-1848 (CONGRESS OF VIENNA, ISMS)	2006 2003B 2002 1999 1994 1993 1991 1990
ROMANTICISM	2003 1997
19 <sup>TH</sup> CENTURY NATIONALISM / MASS POLITICS	2005 2004 2003 2002 2001 2000 1999 1991 1989
WORKERS AND SOCIALISM	2005 2002 2002B 1991 1988
19 <sup>TH</sup> CENTURY URBANIZATION	1996

TOPIC	EXAM YEAR
IMPERIALISM	1997 1990
19 <sup>TH</sup> -20 <sup>TH</sup> CENTURY CULTURAL/INTELLECTUAL	2002 2001 2000 1999 1993 1991
WORLD WAR I	2004B 2002 1999 1998 1988
RUSSIAN REVOLUTION	2004 1994
TOTALITARIANISM	2004 2004B 2001 1999 1997 1994 1997 1983
INTERWAR YEARS 1919-1939	2002 1999 1997 1996 1993 1992
WORLD WAR II	2007 2006 1997 1992
THE COLD WAR	2003 2001 2000 1991
POST-WWII SOVIET UNION	2007 2005 2003 2001 2000 1995 1991 1987
WESTERN EUROPEAN ECONOMIC RECOVERY & UNITY	2006 2005 2004 2002 2001 1998 1996 1995 1994 1990
DECOLONIZATION	2002B
WOMEN IN EUROPEAN HISTORY	2007 2005 2004 1998 1996 1984
ART IN EUROPEAN HISTORY	2006 2004 2003B 1998 1997 1996

\*An exam year designated 'B' means that the topic appeared on the make-up exam for that year.

## C. TIPS FOR WRITING F.R.Q. ESSAYS

### 1: FIGURE OUT WHAT THE QUESTION REQUIRES YOU TO DO

Make sure you understand every aspect of the question and plan your essay so it directly answers the question. This includes checking the **verbs** in the question, thus knowing whether you need to **analyze, describe, assess, compare**. This also means knowing whether you have to do more than one thing: **describe and analyze, assess and compare, etc.** Finally, it means knowing what you need to describe, analyze, etc: social AND economic; England AND France, etc.

### 2. MAKE A TENTATIVE OUTLINE OF THE PAPER BASED UPON THE TASKS OF THE QUESTION

Although this may or may not turn out to be the way you ultimately organize the essay (but it very likely will be...), drafting an outline based upon the question is an early way of ensuring, in a methodical way, that your essay is, in fact, an answer to the precise set of questions that are being asked. Knowing what the question is asking is one thing; actually making your essay an answer to that question doesn't automatically follow unless you methodically make that happen. **THIS IS THE SINGLE MOST IMPORTANT THING YOU CAN DO TO ENSURE A SUCCESSFUL ESSAY THAT ANSWERS THE QUESTION ASKED.** It should take about 5 minutes, but is crucial.

### 3. USE THE OUTLINE TO ORGANIZE THE SPECIFIC FACTUAL EVIDENCE YOU WILL USE.

It really does help to devote 2-3 minutes to nothing more than recalling and listing the facts you know about the question you're answering. If you don't, you are more likely to leave out things that you do know, and that are important, or remember them when the essay is already half-written, and you don't have the time to add them.

### 4. BASED UPON STEPS #1-3, FORMULATE A CLEAR THESIS

This should answer all aspects of the question, and optimally is organized in the same way you will organize your essay.

### 5. WRITE AN INTRODUCTORY PARAGRAPH THAT CLEARLY STATES, AND PERHAPS ELABORATES UPON, THE THESIS.

This should be concise and clear, and should be limited only to a preview of what you will show in the essay that follows.

### 6. WRITE THE BODY OF THE ESSAY.

The organization of the body should be based upon the thesis, and its several parts. In most cases, that means the outline that you wrote and filled in with factual evidence. Each section or paragraph should begin with a **sub-thesis**, or topic sentence that clearly states the section of the thesis that will be supported in that section.

### 7. USE SPECIFIC EVIDENCE WHENEVER POSSIBLE.

### 8. WRITE A CONCLUSION THAT RESTATES OR SUMMARIZES.

### 9. READ OVER THE ESSAY.

Assuming that you have time, check for spelling, punctuation, clarity, major inaccuracies.



## D. F.R.Q. ESSAY RUBRIC

<p><b>Superior Essay: Score of 8-9</b></p> <ul style="list-style-type: none"> <li>_____ Superior thesis</li> <li>_____ Extremely well-organized essay</li> <li>_____ Addresses <u>all</u> areas of the prompt evenly</li> <li>_____ Excellent use of analysis to support thesis and main ideas.</li> <li>_____ Substantial use of evidence throughout</li> <li>_____ Extremely well-written essay</li> <li>_____ Generally error free (need not be perfect)</li> </ul>	<p><b>Strong Essay: Score of 6-7</b></p> <ul style="list-style-type: none"> <li>_____ Strong thesis (contains general analysis)</li> <li>_____ Well-organized essay</li> <li>_____ Addresses <u>all</u> areas of the prompt; may lack some balance between major areas</li> <li>_____ Some important information left out: _____</li> <li>_____ Strong analysis in most areas; needs more</li> <li>_____ Strong use of evidence; may lack balance</li> <li>_____ Well-written essay</li> <li>_____ May contain minor errors</li> </ul>
<p><b>Adequate Essay: Score of 5</b></p> <ul style="list-style-type: none"> <li>_____ Clear thesis (needs more analysis)</li> <li>_____ Thesis a bit vague or muddy</li> <li>_____ Fairly well-organized essay</li> <li>_____ Addresses all areas of the prompt but essay may lack balance.</li> <li>_____ Contains some analysis; more needed</li> <li>_____ Some major events omitted: _____</li> <li>_____ Contains some evidence; more needed</li> <li>_____ Essay deviates at times from thesis</li> <li>_____ May contain significant historical errors</li> <li>_____ Some facts are irrelevant to time period</li> </ul>	<p><b>Mediocre Essay: Score of 2-4</b></p> <ul style="list-style-type: none"> <li>_____ Undeveloped thesis (simple thesis)</li> <li>_____ Does not establish purpose of the essay.</li> <li>_____ Thesis does not fully address question</li> <li>_____ Weak organization</li> <li>_____ Does not address one or more aspects of the question: _____</li> <li>_____ Most major events omitted</li> <li>_____ Lacks analysis of key issues</li> <li>_____ Lacks evidence to support main ideas.</li> <li>_____ Contains major historical errors</li> <li>_____ Much information irrelevant to question.</li> <li>_____ Essay is somewhat incomplete (too short)</li> </ul>
<p><b>Unacceptable Essay: AP Score of 1</b></p> <ul style="list-style-type: none"> <li>_____ No thesis or poor thesis</li> <li>_____ Incorrect or incomplete essay</li> <li>_____ Facts not specific, accurate &amp; relevant.</li> <li>_____ Poor analysis of key issues</li> </ul>	<p><b>"0" Essay: Did not do the question</b></p> <ul style="list-style-type: none"> <li>_____ Writes on topic completely different from the prompt</li> <li>_____ Little to no effort shown in preparation for essay</li> </ul>

### 3. GUIDE TO DBQ QUESTIONS

#### A. DBQ QUESTIONS, 1980-2007

Keeping in mind that document analysis is primary, and knowledge of the period secondary, the following DBQ topics are listed in very general chronological order of topic rather than exam date.

TIME FRAME	TOPIC	CATEGORY	EXAM YEAR
1450-1600	Renaissance education	social	1993
1475-1599	witchcraft	social	1980
1450-1700	attitudes towards the poor	social	2004
15 <sup>th</sup> -16 <sup>th</sup> centuries	the plague	social	1995
16 <sup>th</sup> century	child-rearing	social	2007
16 <sup>th</sup> -18 <sup>th</sup> centuries	child-rearing	social	1982
15 <sup>th</sup> -19 <sup>th</sup> centuries	rituals and festivals	social	2000
1750-1800	slavery/triangular trade	economic	1991
17 <sup>th</sup> century	the Netherlands	political/economic	1996
17 <sup>th</sup> -18 <sup>th</sup> centuries	women	social	1997
18 <sup>th</sup> century	Gin Act	social	1988
18 <sup>th</sup> century	Literacy in Old Regime	social	1987
18 <sup>th</sup> -19 <sup>th</sup> centuries	Greek independence	political/social	2001
18 <sup>th</sup> -19 <sup>th</sup> centuries	Manchester/urban development	social	2002
19 <sup>th</sup> century	attitudes toward work	social	1981
19 <sup>th</sup> century	juvenile crime	social	1985
19 <sup>th</sup> century	Sudan crisis	political	1986
19 <sup>th</sup> century	German states	political	1998
1800-1924	Irish Home rule	political	1994
19 <sup>th</sup> -20 <sup>th</sup> centuries	Walloons v. Flemish	political	1982
19 <sup>th</sup> -20 <sup>th</sup> centuries	Women's rights	social	1989
1820-1914	Pan-Slavism	political	1992
1861-1914	Russia	social	1999
1860-1914	sports	social	2006
1908-1918	German aircraft industry	military/political	1984
1914-1918	German civil peace	political/social	2003
1936	Spanish Civil War	political	1990
1946-1989	European unity	political	2005

#### B. THINGS TO KEEP IN MIND FOR WRITING THE DBQ ESSAY

##### 1: FIGURE OUT WHAT THE QUESTION REQUIRES YOU TO DO

Make sure you understand every aspect of the question and plan your essay so it directly answers the question. This includes checking the **verbs** in the question, thus knowing whether you need to **analyze**, **describe**, **assess**, **compare**. This also means knowing whether you have to do more than one thing: **describe and analyze**, **assess and compare**, etc. Finally, it means knowing what you need to describe, analyze, etc: social AND economic; England AND France, etc.

##### 2. MAKE A TENTATIVE OUTLINE OF THE PAPER BASED UPON THE TASKS OF THE QUESTION

Although this may or may not turn out to be the way you ultimately organize the essay (**but it very likely will be...**), drafting an outline based upon the question is an early way of ensuring, in a methodical way, that your essay is, in fact, an answer to the precise set of questions that are being asked. Knowing what the question is asking is one thing; actually making your essay an answer to that question doesn't automatically follow unless you methodically make that happen. **THIS IS THE SINGLE MOST IMPORTANT THING YOU CAN DO TO ENSURE A SUCCESSFUL ESSAY THAT ANSWERS THE QUESTION ASKED.** It should take about 5 minutes, but is crucial.

##### 3. USE THE OUTLINE TO ORGANIZE ANY FACTUAL EVIDENCE YOU WILL USE.

It really does help to devote 2-3 minutes to nothing more than recalling and listing the facts you know about the general time period or topic you're answering. If you don't, you are more likely to leave out things that you do know, and that are important, or remember them when the essay is already half-written, and you don't have the time to add them.

##### 4. EXAMINE THE DOCUMENTS, FOCUSING UPON THE FOLLOWING:

- Start with the **author** of each document, making notes of anything those pieces of information might tell you. Look especially for social status, educational background, profession, etc. Does the document's author give you any preconceptions about what he or she might say about the thesis?
- Check the **date** of the document. Are the documents organized by date? How do the dates of the documents compare to the period specifically asked about in the question, if any? **Is there change over time in the documents as a whole?**
- Look for the point of view of the author. This may be stated explicitly in the document, or may be implicit, either in the background of the author (a bourgeoisie writing about workers, or a Serb writing about Austrians, etc.), or in the **tone** of the author. Is it sarcastic? Ironic? Angry?
- Remember that the documents should not be taken as facts; they are more likely to express opinion or perception.
- Don't make the document say something it doesn't say.

e) Underline key phrases in the document. After each document, re-read the question. Place the documents in the appropriate areas of the tentative outline. Adjust the outline if necessary, to reflect new information or insights from the documents.

f) Group the documents according to categories that are relevant to the question. For example, if the question asks you to analyze causes of something, start categorizing the documents in terms of different causes: social, political, etc. or immediate, long-term, etc.

**5. USING KOP, DOCUMENTS, AND THE FINAL OUTLINE, CONSTRUCT A THESIS THAT CLEARLY AND CONCISELY ANSWERS THE QUESTION OF THE DBQ.**

Make it clear and concise, and then use the final outline, documents, and kop to develop it in a methodical and clearly-written way. Don't make it just a restatement of the question; summarize the answer to the question that you will be presenting.

**6. WRITE AN INTRODUCTORY PARAGRAPH THAT CLEARLY STATES, AND PERHAPS ELABORATES UPON, THE THESIS.**

**7. WRITE THE BODY OF THE ESSAY.**

**8. WRITE A CONCLUSION THAT RESTATES OR SUMMARIZES.**

**9. READ OVER THE ESSAY.**

**OTHER THINGS TO REMEMBER:**

- Make your life easier by constructing a thesis that can reasonably include most/ all of the documents (even if you don't really believe your thesis). It is better to be "practical" than "right."
- Use as many documents as you can as long as they fit your thesis.
- Although documents are most frequently presented in chronological order, don't automatically use them that way, unless the question is explicitly about change over time or a similarly chronologically-oriented topic. **GROUPING DOCUMENTS IS A BIG DEAL!**
- Don't explain documents -- that is not your task! AP readers have a list and a summary for each document; they don't need or want you to tell them what is in the document. Use documents to reinforce your main points and outside information.
- Don't rewrite large portions of documents. Try to limit quotations to 1 sentence or less.
- Cite every document used, either by document letter, e.g., (Doc. A), (Doc. F), or by reference to the author (e.g. ... "In the letter by Otto von Bismarck"). Whatever you do, make it crystal clear to the grader!
- Remember that there is never a single right answer to a DBQ.
- **DO NOT INCLUDE HISTORICAL INFORMATION UNLESS YOU ARE SURE THAT IT IS CORRECT.**
- All fundamental AP writing principles regarding standard F.R.Q. essays apply to DBQ essays.

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**C. SCORING RUBRIC FOR THE DBQ.**

**BASIC CORE.1 point for each of the following:**

1. **Did you provide an appropriate, explicitly stated, thesis directly addressing all parts of question?** The thesis must be explicit, and based upon one or more documents. It cannot be a simple rewording of the question or of the historical background. The thesis does not have to appear in the first paragraph, but that is usually the safer course.
2. **DO YOU USE A MAJORITY OF THE DOCUMENTS, INDIVIDUALLY AND SPECIFICALLY?** This usually means one more than half. You should use more if you want to get higher than a 6 on the essay (see Expanded Core below), but 1 more than half is minimum to earn this point. 'Using' a document means reference to anything in the document box.
3. **DID YOU DEMONSTRATE UNDERSTANDING OF THE BASIC MEANING OF A MAJORITY OF THE DOCUMENTS?** Generally, you can misunderstand no more than **ONE**.
4. **DO YOU SUPPORT THE THESIS OR ANSWER THE QUESTION WITH APPROPRIATE EVIDENCE FROM A MAJORITY OF THE DOCUMENTS?** In other words, even if your essay is terrible, with no real thesis, you can still offer evidence from the documents relating to the question, and still earn a point.
5. **DO YOU ANALYZE BIAS OR POINT OF VIEW IN AT LEAST THREE DOCUMENTS?** This means any one of the following:
  - a. Relating author's point of view to the author's time or place, OR
  - b. Evaluating the reliability of the source, OR
  - c. Recognizing that different kinds of documents serve different purposes, OR
  - d. Analyzing tone or intent of documents

**DO YOU ANALYZE DOCUMENTS BY GROUPING THEM INTO AT LEAST THREE GROUPS?**

Examples of grouping for the essay might include:

categories (social, political, military, etc.)  
long-term v. short-term  
social classes of document authors  
genders of document authors  
chronological categories

## EXPANDED CORE

The Basic Core requirements get you six points on the DBQ. You must earn the six points described above in order to earn any points in the Expanded Core. You will earn 1-3 points in the Expanded Core to the degree to which you do some or all of the following:

- ✓ have a clear, analytic and comprehensive thesis
- ✓ address ALL parts of the question THOROUGHLY
- ✓ use all or almost all documents.
- ✓ use documents persuasively as evidence
- ✓ show careful and insightful analysis of the documents
- ✓ analyze bias or point of view in at least three documents cited in the essay
- ✓ analyze the documents in additional ways: use additional groupings or other forms or analysis, discuss change over time, etc.
- ✓ bring in relevant outside historical content

## 4. GUIDE TO MULTIPLE CHOICE QUESTIONS/ GENERAL EXAM INFORMATION

**THERE WILL BE 80 MULTIPLE CHOICE QUESTIONS ON PART I OF THE EXAM; YOU WILL HAVE 55 MINUTES TO COMPLETE PART I. THE MULTIPLE-CHOICE QUESTIONS ARE ORGANIZED IN THREE WAYS**

### 1. BY HISTORICAL PERIOD (figures are approximate):

c.1450 to 1815	50%	40 questions
19 <sup>th</sup> century	25%	20 questions
20 <sup>th</sup> century	25%	20 questions

In general, the questions will be chronological, but not at all entirely; out-of-order questions will be interspersed throughout the Exam.

### 2. BY HISTORICAL CATEGORY (figures are approximate):

Political and Diplomatic	33%	25-30 questions
Cultural and intellectual	33%	25-30 questions
Social and Economic	33%	25-30 questions

**3. BY DIFFICULTY LEVEL.** In general, the easier questions are at the beginning of Part I, and get more difficult as the multiple-choice section progresses. But this is definitely not always the case; more- and very-difficult questions will be found at the beginning, and easier ones toward the end.

The difficulty level of the multiple-choice questions is deliberately set at such a level that a student has to answer about 60% of the questions correctly to receive a grade of 3 on the overall exam, in addition to doing acceptable work on Parts II and III (the essays.)

As with SAT exams, multiple-choice answers are graded to discourage haphazard or random guessing:

- No points are deducted for a blank answer
- One point is awarded for each correct answer
- One-fourth point is deducted for each incorrectly-answered question

As a result, it does not pay to guess on the basis of no information, but if you have enough knowledge to eliminate 2-3 choices (out of 5), it is good strategy to make an 'educated guess' in choosing the best answer from those that remain.

### FORMAT FOR THE EXAM

The AP European History Exam is three hours and five minutes long. In Section I, students are given 55 minutes to answer 80 multiple-choice questions; in Section II, they are given 45 minutes to respond to a document-based question and 35 minutes each to respond to two thematic essay questions chosen from several offered. There is a 15-minute reading period at the beginning of Section II.

#### % of Grade Number of Questions Time Allotted Reading Period

Section I	50	80	55 minutes
Section II	50		15 minutes
Part A		1 essay	45 minutes
Part B		1 essay	35 minutes
Part C		1 essay	35 minutes

## 5. REVIEW SUMMARY #1: EUROPEAN HISTORY BY CENTURY

### A. THROUGH THE 18<sup>TH</sup> CENTURY

CENTURY	MAJOR EVENTS	POLITICS	ECONOMICS	CHURCH	WARS	IDEAS
14 <sup>TH</sup> -15 <sup>TH</sup>	<ul style="list-style-type: none"> <li>• Black Death</li> <li>• 100 Years' War</li> <li>• Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• Italian City-states</li> <li>• Ciompi Revolt</li> <li>• 'New Monarchs'</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in trade</li> <li>• Growth of towns</li> <li>• Florentine wool and banking</li> </ul>	<ul style="list-style-type: none"> <li>• Conciliar movement</li> <li>• Great Schism</li> <li>• Babylonian Captivity</li> </ul>	<ul style="list-style-type: none"> <li>• 100 Years' War</li> </ul>	<ul style="list-style-type: none"> <li>• Humanism</li> <li>• idea of the individual in art</li> <li>• Secularism</li> <li>• Christian Humanism</li> </ul>
16 <sup>TH</sup>	<ul style="list-style-type: none"> <li>• Age of Exploration</li> <li>• Reformation</li> <li>• Counter-Reformation</li> <li>• Wars of Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Height of Habsburg power (Charles V)</li> <li>• Tudors in England</li> <li>• 1<sup>st</sup> Muscovite Czars</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> colonies (Portuguese &amp; Spanish)</li> <li>• Growth In population</li> <li>• Price Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• 95 Theses</li> <li>• Diet of Worms</li> <li>• Council of Trent</li> <li>• English Reformation</li> </ul>	<ul style="list-style-type: none"> <li>• Wars of Religion</li> <li>• Dutch Revolt</li> <li>• Defeat of the Spanish Armada</li> </ul>	<ul style="list-style-type: none"> <li>• Lutheranism</li> <li>• Calvinism</li> <li>• Anglicanism</li> <li>• Jesuits</li> </ul>
17 <sup>TH</sup>	<ul style="list-style-type: none"> <li>• Thirty Years' War</li> <li>• English Revolution</li> <li>• Scientific Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Growth of absolutism</li> <li>• Age of Louis XIV</li> <li>• English Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Commercial Revolution</li> <li>• mercantilism</li> <li>• Dutch dominance</li> </ul>	<ul style="list-style-type: none"> <li>• General decline</li> </ul>	<ul style="list-style-type: none"> <li>• Thirty Years' War</li> <li>• English Civil War</li> <li>• Siege of Vienna</li> <li>• Wars of Louis XIV</li> </ul>	<ul style="list-style-type: none"> <li>• Sovereignty</li> <li>• Absolutism</li> <li>• Constitutionalism</li> </ul>
18 <sup>TH</sup>	<ul style="list-style-type: none"> <li>• Enlightenment</li> <li>• French Revolution</li> <li>• American Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• General period of peace</li> <li>• Enlightened Absolutism</li> <li>• Prime Minister system in England</li> </ul>	<ul style="list-style-type: none"> <li>• Agricultural Revolution</li> <li>• Industrial Revolution in Britain</li> </ul>	<ul style="list-style-type: none"> <li>• General decline</li> </ul>	<ul style="list-style-type: none"> <li>• Wars of Louis XIV</li> <li>• 7 Years' War</li> </ul>	<ul style="list-style-type: none"> <li>• Rationalism</li> <li>• Empiricism/Scientific method</li> <li>• Inalienable rights</li> <li>• Revolutionary Terror</li> </ul>



## B. 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES

	WARS, TREATIES, CONFERENCES	IDEAS	POLITICS	ECONOMICS	REVOLUTIONS
<b>19<sup>TH</sup> CENTURY</b>	<ul style="list-style-type: none"> <li>• Napoleonic Wars</li> <li>• Congress of Vienna</li> <li>• Crimean War</li> <li>• Danish War</li> <li>• Austro-Prussian War</li> <li>• Franco-Prussian War</li> <li>• Berlin Conference</li> <li>• Boer War</li> </ul>	<ul style="list-style-type: none"> <li>• Romanticism</li> <li>• Nationalism</li> <li>• Conservatism</li> <li>• Liberalism</li> <li>• Capitalism</li> <li>• Utopian</li> <li>• Socialism</li> <li>• Scientific</li> <li>• Socialism</li> <li>• Utilitarianism</li> <li>• Revisionism</li> <li>• Fabian Socialism</li> <li>• Anarchism</li> <li>• Evolution</li> <li>• Positivism</li> <li>• Realism in art &amp; literature</li> <li>• Impressionism</li> </ul>	<ul style="list-style-type: none"> <li>• End of Old Regime</li> <li>• Dual Revolution</li> <li>• Reaction &amp; Revolution</li> <li>• Age of Metternich</li> <li>• Realpolitik</li> <li>• Rise of the centralized state</li> <li>• Unification of Italy</li> <li>• Unification of Germany</li> <li>• Third Republic France</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Revolution</li> <li>• Laissez-faire capitalism</li> <li>• <i>zollverein</i></li> <li>• New Imperialism</li> <li>• Russian serfs freed</li> <li>• Urbanization</li> </ul>	<ul style="list-style-type: none"> <li>• 1820</li> <li>• Decembrist Revolt</li> <li>• 1830</li> <li>• 1848</li> <li>• Paris Commune</li> </ul>
<b>20<sup>TH</sup> CENTURY</b>	<ul style="list-style-type: none"> <li>• Russo-Japanese War</li> <li>• World War I</li> <li>• Treaty of Versailles</li> <li>• Treaty of Brest-Litovsk</li> <li>• Russian Civil War</li> <li>• Kellogg-Briand Pact</li> <li>• Locarno Pact</li> <li>• Spanish Civil War</li> <li>• Munich Conference</li> <li>• World War II</li> <li>• Yalta</li> <li>• Potsdam</li> <li>• Maastricht Treaty</li> </ul>	<ul style="list-style-type: none"> <li>• Conservative</li> <li>• Authoritarianism</li> <li>• Totalitarianism</li> <li>• Fascism</li> <li>• Nazism</li> <li>• containment</li> <li>• neocolonialism</li> </ul>	<ul style="list-style-type: none"> <li>• Weimar Republic</li> <li>• Rise of the Axis Powers</li> <li>• Stalinist purges</li> <li>• Cold War</li> <li>• NATO</li> <li>• Warsaw Pact</li> </ul>	<ul style="list-style-type: none"> <li>• War Communism</li> <li>• New Economic Policy</li> <li>• Five-Year Plans</li> <li>• collectivization</li> <li>• Great Depression</li> <li>• Common Market (EEC)</li> <li>• welfare states</li> <li>• de-Stalinization</li> </ul>	<ul style="list-style-type: none"> <li>• Russian Revolution</li> <li>• German Revolution</li> <li>• decolonization in Africa &amp; Asia</li> </ul>

## 6. REVIEW SUMMARY #2: MAIN THEMES IN EUROPEAN HISTORY

### A. AP EUROPEAN HISTORY THEMES.

The College Board suggests the following themes be used to indicate some of the important areas that might be treated in an AP course in European History. The ideas suggested were not always treated explicitly as topics or covered inclusively, nor should they preclude development of other themes.

#### Intellectual and Cultural History

Changes in religious thought and institutions

Secularization of learning and culture

Scientific and technological developments and their consequences

Major trends in literature and the arts

Intellectual and cultural developments and their relationship to social values and political events

Developments in social, economic, and political thought

Developments in literacy, education, and communication

The diffusion of new intellectual concepts among different social groups

Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual

Impact of global expansion on European culture

### **Political and Diplomatic History**

The rise and functioning of the modern state in its various forms

Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence

The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics

The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions

The growth and changing forms of nationalism

Forms of political protest, reform, and revolution

Relationships between domestic and foreign policies

Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations

War and civil conflict: origins, developments, technology, and their consequences

### **Social and Economic History**

The character of and changes in agricultural production and organization

The role of urbanization in transforming cultural values and social relationships

The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty

The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact

The development of commercial practices, patterns of mass production and consumption, and their economic and social impact

Changing definitions of and attitudes toward mainstream groups and groups characterized as the "other"

The origins, development, and consequences of industrialization

Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences

Gender roles and their influence on work, social structure, family structure, and interest group formation

The growth of competition and interdependence in national and world markets

Private and state roles in economic activity

Development and transformation of racial and ethnic group identities



## **B. ESSENTIAL QUESTIONS FOR THE AP EUROPEAN HISTORY EXAM**

The following is a list of answers to the question ***WHAT DO I ABSOLUTELY HAVE TO KNOW FOR THIS EXAM???*** While there is no substitute for knowing everything we have studied this year the following list of Essential Questions might serve as a desperation guide for the needy. I suggest you research them carefully, using your notes, the text, readings we have done, and this review guide. If you can put together an essay to answer the questions which follow, you are in decent shape. This is a kind of overview guide, but do not make the mistake of studying only this list.

### **RENAISSANCE**

How can the Renaissance be used as a springboard for defining modernity?

Compare and contrast the Northern Renaissance with the Mediterranean Renaissance?

### **REFORMATION**

Compare and contrast Martin Luther and John Calvin from economic, religious and social perspectives.

### **THE CZARS**

Analyze the czars of Russia from the perspective of their attempts to control their aristocracy and their church and also the perspective of their relations with western Europe.

### **ECONOMICS**

Trace the development of the Commercial Revolution.

### **THE OUTSIDE WORLD**

Assess the similarities and differences between 16th century and 19th century imperialism.

### **17TH CENTURY ENGLAND**

Trace the development of the English parliament during the 17th century.

### **17TH CENTURY FRANCE**

Compare 17th century French Absolutism with 17th century eastern European Absolutism.

### **THE ENLIGHTENMENT AND THE FRENCH REVOLUTIONS**

What connection exists between the Enlightenment and the French Revolution?

### **NAPOLEON**

Trace the long term effects of Napoleon I

### **SOCIALISM**

Assess the differences between Charles Fourier, Louis Blanc, Karl Marx, Robert Owen, Edward Bernstein and Vladimir Lenin.

Why did western Europe never fully envelop Marxism?

### **BRITISH REFORM**

Discuss the Parliamentary actions which brought social and political power to the middle and lower classes of English society in the 19th century.

### **THE INDUSTRIAL REVOLUTION**

What effect did the industrial revolution have upon the social classes?

(Break this into both the first AND second industrial revolutions)

### **GERMANY**

Trace the history of Germany from its rise as a Prussian state through its collapse after the First World War.

### **19TH CENTURY THINKERS**

Assess the extent to which Freud, Marx, and Einstein were enlightened thinkers.

### **WOMEN'S RIGHTS**

Beginning with the French Revolution and ending with the Treaty of Versailles, discuss the manner in which women began to achieve a role in society equal to men.

### **WORLD WAR I**

How did more people in Europe change between 1914-1920 than they did from 1920 to the present?

### **THE BRITISH EMPIRE**

Analyze the events causing the decline of the British Empire.

### **POST WORLD WAR II**

Trace the economic development of Post World War II Europe.

From the end of the Cold War explain how the political map of Europe has changed as the world approaches the millennium.

### **THE MODERN POLITICAL WORLD**

Beginning with the end of World War II, trace the demise of the Soviet Union.

## 7. REVIEW SUMMARY #3: MOST IMPORTANT DATES IN EUROPEAN HISTORY

Not all of the following dates are absolutely crucial; some are included to provide chronological context of important moments or persons. The dates in **boldface** are the most important ones.

1337-1453	HUNDRED YEARS' WAR
1309-1378	BABYLONIAN CAPTIVITY OF THE CHURCH
1378	CIOMPI REVOLT
1494	SAVANAROLA TAKES POWER IN FLORENCE
1498	LEONARDO'S <i>THE LAST SUPPER</i>
<b>1500-1527</b>	<b>HIGH RENAISSANCE IN ART (LEONARDO, RAPHAEL, MICHAELANGELO ETC. AT PEAK)</b>
1512	ERASMUS' <i>IN PRAISE OF FOLLY</i>
1513	MACHIAVELLI'S <i>THE PRINCE</i>
1516	CONCORDAT OF BOLOGNA
<b>1517</b>	<b>LUTHER'S NINETY-FIVE THESIS</b>
<b>1521</b>	<b>DIET OF WORMS</b>
1524-5	PEASANTS' REVOLT IN GERMANY
1530	CONFESSION OF AUGSBURG ESTABLISHES TENETS OF LUTHERANISM
<b>1534</b>	<b>ACT OF SUPREMACY MAKES ENGLISH KING HEAD OF ANGLICAN CHURCH</b>
1534-9	DISSOLUTION OF ENGLISH MONASTERIES
1530'S	<b>CALVINISM IN GENEVA</b>
<b>1543</b>	<b>COPERNICUS' <i>ON THE REVOLUTIONS OF THE HEAVENLY SPHERES</i></b>
<b>1545</b>	<b>COUNCIL OF TRENT</b>
<b>1555</b>	<b>PEACE OF AUGSBURG</b>
1556	RULE OF PHILIP II OF SPAIN
1558-1603	RULE OF ELIZABETH I OF ENGLAND
1588	DEFEAT OF THE SPANISH ARMADA
<b>1598</b>	<b>HENRY IV ISSUES EDICT OF NANTES</b>
1628	CARDINAL RICHELIEU MADE FIRST MINISTER OF FRENCH CROWN
1603	STUARTS INHERIT BRITISH THRONE
1609	GALILEO'S FIRST TELESCOPE OBSERVATIONS
	KEPLER'S LAWS OF PLANETARY MOTION
<b>1618-1648</b>	<b>THURTY YEARS' WAR</b>
<b>1628</b>	<b>PETITION OF RIGHT</b>
	HARVEY PUBLISHES WORK ON CIRCULATION OF THE BLOOD
1633	GALILEO'S TRIAL
<b>1640</b>	<b>LONG PARLIAMENT BEGINS</b>
	<b>THE GREAT ELECTOR BEGINS HOHENZOLLERN RULE</b>
1648-1715	RULE OF LOUIS XIV
<b>1648-63</b>	<b>THE FRONDE</b>
<b>1648</b>	<b>PEACE OF WESTPHALIA ENDS THIRTY YEAR'S WAR</b>
	<b>PRIDE'S PURGE</b>
<b>1649</b>	<b>EXECUTION OF CHARLES I</b>
<b>1649-1660</b>	<b>INTERREGNUM / RULE OF CROMWELL &amp; PURITANS</b>
<b>1660</b>	<b>STUART RESTORATION</b>
1662	FOUNDING OF THE ROYAL SOCIETY
1683	SIEGE OF VIENNA
1685	LOUIS XIV REVOKES EDICT OF NANTES
1687	NEWTON'S <i>PRINCIPIA MATHEMATICA</i> states law of universal gravitation
<b>1688</b>	<b>GLORIOUS REVOLUTION</b>
1701-1713	WAR OF THE SPANISH SUCCESSION
<b>1713</b>	<b>PEACE OF UTRECHT</b>
	PRAGMATIC SANCTION
1756-1763	SEVEN YEARS' WAR
<b>1770'S</b>	<b>INDUSTRIAL REVOLUTION BEGINS IN ENGLAND (1<sup>ST</sup> COTTON MILLS)</b>
<b>1773-5</b>	<b>PUGACHEV REVOLT</b>
1776	ADAM SMITH'S <i>WEALTH OF NATIONS</i>
<b>1789</b>	<b>FRENCH REVOLUTION BEGINS</b>
	<b>TENNIS COURT OATH</b>
	<b>AUGUST 4 DECREES</b>
	<b>DECLARATION OF THE RIGHTS OF MAN</b>
1790	CIVIL CONSTITUTION OF THE CLERGY
1791	LOUIS XVI TRIES TO ESCAPE FRANCE
	DECLARATION OF PILLNITZ
<b>1792</b>	<b>WAR WITH AUSTRIA AND PRUSSIA</b>
	<b>SECOND FRENCH REVOLUTION; BEGINNING OF FIRST REPUBLIC</b>
<b>1793</b>	<b>EXECUTION OF LOUIS XVI</b>
<b>1794</b>	<b>REIGN OF TERROR</b>
	<b>THERMIDOR</b>
<b>1795</b>	<b>DIRECTORY TAKES CONTROL</b>
<b>1799</b>	<b>NAPOLEON'S COUP (18 BRUMAIRE)</b>
<b>1804</b>	<b>NAPOLEONIC CODE</b>
	<b>NAPOLEON CROWNED EMPEROR; BEGINNING OF FIRST EMPIRE</b>

1805	<b>BATTLE OF TRAFALGAR</b>
1806	CONFEDERATION OF THE RHINE CONTINENTAL SYSTEM
1807	TREATY OF TILSIT
1810	GRAND EMPIRE AT HEIGHT
1812	FAILED INVASION OF RUSSIA
1814	<b>BATTLE OF THE NATIONS NAPOLEON'S FIRST DEFEAT</b> <b>NAPOLEON EXILES TO ELBA; BOURBONS RESTORED</b>
1814-5	<b>CONGRESS OF VIENNA</b>
1815	HUNDRED DAYS <b>BATTLE OF WATERLOO</b> CORN LAWS PASSED
1819	PETERLOO MASSACRE CARLSBAD DECREES SIX ACTS
1820	REVOLUTIONS IN SPAIN, ITALY, GREECE
1825	<b>DECEMBRIST REVOLT</b>
1830	<b>JULY REVOLUTION IN FRANCE OVERTHROWS BOURBON CHARLES X</b> <b>BELGIAN UPRISING &amp; INDEPENDENCE</b>
1833	FACTORY ACT PROHIBITS CHILD LABOR
1834	ZOLLVEREIN ESTABLISHED
1845-6	IRISH POTATO FAMINE
1848	<b>REVOLUTIONS IN FRANCE, AUSTRIA, HUNGARY, GERMANY</b> PUBLICATION OF MARX AND ENGELS' <i>COMMUNIST MANIFESTO</i> <b>FRANKFURT ASSEMBLY</b> LOUIS NAPOLEON ELECTED PRESIDENT OF FRANCE (2 <sup>ND</sup> REPUBLIC)
1852	<b>LOUIS NAPOLEON BECOMES EMPEROR NAPOLEON III (2<sup>ND</sup> EMPIRE)</b>
1853-6	CRIMEAN WAR
1857	SEPOY MUTINY
1861	<b>RUSSIAN SERFS FREED</b> <b>ITALIAN UNIFICATION</b>
1866	AUSTRO-PRUSSIAN WAR (SEVEN WEEKS' WAR)
1867	DUAL MONARCHY ESTABLISHES HUNGARIAN AUTONOMY
1870-1	<b>FRANCO-PRUSSIAN WAR</b> <b>PARIS COMMUNE</b> <b>BEGINNING OF FRENCH THIRD REPUBLIC</b> <b>UNIFICATION OF GERMANY</b> KULTURKAMPF
1881	ASSASSINATION OF ALEXANDER II
1882	BRITISH ESTABLISH PROTECTORATE OVER EGYPT
1884	<b>CONGRESS OF BERLIN</b>
1885	SUDAN CRISIS
1899-1904	BOER WAR
1904-5	RUSSO-JAPANESE WAR
1905	<b>BLOODY SUNDAY</b> <b>OCTOBER MANIFESTO</b>
1916	EASTER REBELLION
1914-1918	<b>WORLD WAR I</b>
1917	<b>RUSSIAN REVOLUTION</b>
1919	<b>PARIS PEACE CONFERENCE, TREATY OF VERSAILLES</b>
1920-1	<b>RUSSIAN CIVIL WAR</b>
1921	LENIN'S NEW ECONOMIC POLICY
1922	MUSSOLINI SEIZES POWER IN ITALY
1923	OCCUPATION OF THE RUHR
1924	DAWES PLAN
1927	STALIN ESTABLISHED IN POWER
1929	<b>GREAT DEPRESSION BEGINS</b> LATERAN AGREEMENT
1933	<b>HITLER NAMES CHANCELLOR IN GERMANY</b>
1934	<b>NIGHT OF THE LONG KNIVES</b>
1935	NUREMBERG LAWS
1936	SPANISH CIVIL WAR
1930'S	<b>STALINIST PURGES; COLLECTIVIZATION</b>
1938	ANSCHLUSS <b>MUNICH CONFERENCE</b>
1939	<b>NAZI-SOVIET PACT</b> <b>HITLER INVADES POLAND &amp; BEGINS WORLD WAR II</b>
1939-1945	<b>WORLD WAR II</b>
1941	<b>HITLER INVADES RUSSIA</b>
1945	<b>WORLD WAR II ENDS</b> YALTA CONFERENCE
1947-1960'S	<b>DECOLONIZATION OF AFRICA AND ASIA</b>
1945-1989	<b>COLD WAR</b>
1949	<b>NATO</b> <b>GERMANY DIVIDED EAST AND WEST</b>
1951	EUROPEAN COAL AND STEEL COMMUNITY



1956-64	KRUSHCHEV'S DE-STALINIZATION PROGRAM
1957	COMMON MARKET (EUROPEAN ECONOMIC COMMUNITY) FORMED
1968	SOVIET INVASION OF CZECHOSLOVAKIA
1985	GORBACHEV IN POWER IN RUSSIA
1990	RE-UNIFICATION OF GERMANY
1991	MAASTRICHT TREATY CREATES THE EUROPEAN UNION
	FALL OF THE SOVIET UNION

## 8. REVIEW SUMMARY #4: EUROPEAN DYNASTIES AND GOVERNMENTS

### A. ENGLAND

DATE	DYNASTY OR POLITICAL PARTY	IMPORTANT FIGURES	EVENTS
1485-1603	Tudors	Henry VII Henry VIII Elizabeth I	English Reformation Religious Wars
1603-1649	Stuarts	James I Charles I	Petition of Right English Civil War Long Parliament Regicide of Charles I
1649-1660	Cromwell's Protectorate	Oliver Cromwell Richard Cromwell	Interregnum
1660-1714	Stuarts	Charles II James II William and Mary	Treaty of Dover Test Act Glorious Revolution Bill of Rights Act of Settlement Act of Union Cabinet System
1714-1801	Hanover	George I-III Victoria	no real power after 1789
1714-c1806	Whigs and Tories		no real two-party system during this time Industrial Revolution
1807-1830	Tories		Corn Laws Peterloo Massacre Six Acts
1830-1846	Whigs & Tories alternate		Repeal of Corn Laws Chartism
1846-1919	Conservatives and Liberal parties	Benjamin Disraeli (Conservative) William Gladstone (Liberal) David Lloyd-George (Liberal)	Ten Hours Act Sepoy Mutiny Reform Bill of 1867 Conquest of Egypt/Sudan Reform Bill of 1884 People's Budget Boer War Easter Rebellion World War I
1919-1945	Mostly Conservative, with sporadic Labour governments, some National governments	Ramsay MacDonald (Labour) Neville Chamberlain Winston Churchill	Great Depression appeasement World War II
1945-1951	Labour	Clement Atlee	nationalization of railroads & major industries, general economic decline, decolonization
1951-1964	Conservative	Winston Churchill Harold McMillan	Common Market
1964-1974	Labour		Northern Ireland violence
1974-1997	Conservative	Margaret Thatcher	'Reaganism' in England Maastricht
1997-present	Labour	Tony Blair	Sept. 11 War in Iraq

## B. FRANCE

DATE	DYNASTY OR GOVERNMENT	IMPORTANT FIGURES	EVENTS
1589-1792	BOURBONS	HENRY IV (1 <sup>st</sup> Bourbon) Duke of Sully Cardinal Richelieu Louis XIV Louis XVI	Edict of Nantes mercantilism Fronde Versailles Wars of Louis XIV Peace of Utrecht
1789-1792	NATIONAL ASSEMBLY/KING LEGISLATIVE ASSEMBLY/KING	Louis XVI	French Revolution Bastille Great Fear <i>Declaration of the Rights of Man, Civil Constitution</i> Second French Revolution
1792-1804	FIRST REPUBLIC	Robespierre Napoleon	Reign of Terror Thermidor Directory 18 Brumaire Concordat of 1801 Napoleonic Code
1804-1814	FIRST EMPIRE	Napoleon	Battle of Trafalgar Napoleonic Wars Battle of the Nations
1814-1830	BOURBON RESTORATION	Louis XVIII Charles X	Hundred Days Charter of 1814 Congress of Vienna July Revolution
1830-1848	ORLEANS	Louis Philippe	February Revolution National Workshops June Days
1848-1852	SECOND REPUBLIC	Louis Napoleon	
1852-1870	SECOND EMPIRE	Napoleon III	realpolitik economic nationalism Crimean War Franco-Prussian War
1870-1940	THIRD REPUBLIC	Leon Gambetta Jules Ferry Jean Jaures	Paris Commune Congress of Berlin Dreyfus Affair World War I Treaty of Versailles Ruhr Crisis Popular Front
1940-1945	GERMAN OCCUPATION	Marshall Petain Charles DeGaulle	Vichy France French resistance
1945-1958	FOURTH REPUBLIC		Cold War, NATO Algerian revolt
1958-present	FIFTH REPUBLIC	Charles DeGaulle Jean Monnet Francois Mitterand Jacques Chirac	1 <sup>st</sup> hydrogen bomb Common Market Maastricht

## B. GERMANY

DATE	DYNASTY OR GOVERNMENT	IMPORTANT FIGURES	EVENTS
1640-1870	Hohenzollerns of Brandenburg Prussia	Frederick William 'The Great Elector' Frederick William I Frederick II (the Great) Otto von Bismarck Wilhelm I	foundations of Prussian state established Wars of Louis XIV militarization of Prussian State enlightened absolutism defeat by Napoleon at battles of Jena-Auerstadt Revolution of 1848 zollverein Frankfort Assembly blood and iron Danish War North German Confederation Austro-Prussian War
1870-1919	Hohenzollerns of the German Empire	Otto von Bismarck Wilhelm I Wilhelm II	realpolitik kulturkampf Social Democrats revisionism Berlin Conference World War I Treaty of Versailles
1919-1933	Weimar Republic	Rosa Luxembourg Freidrich Liebknecht Adolf Hitler	German Revolution Weimar constitution Ruhr crisis hyperinflation of 1923-4 Beer Hall Putsch Great Depression
1933-1945	Third Reich	Adolf Hitler	Reichstag Fire Night of the Long Knives violations of Versailles Munich conference Rome-Berlin-Tokyo Axis World War II blitzkrieg Holocaust
1945-1990	Divided Germany: •West: Federal Republic of Germany •East: German Democratic Republic	Konrad Adenauer Joseph Stalin Willy Brandt	Cold War Division of Germany Berlin wall <i>ostpolitik</i>
1990-present	Germany	Helmut Kohl	reunification

## D. RUSSIA

TIME	DYNASTY/GOVERNMENT	IMPORTANT FIGURES	EVENTS
13 <sup>th</sup> century	Mongols		rule by Mongols Muscovite princes overthrew them
1480-1815	Romanovs	Ivan the Great Ivan the Terrible Peter the Great	expulsion of Mongols westernization
1815-1917	Romanovs	Alexander I Alexander III Count Witte Nicholas III Peter Stolypin	Napoleonic Wars Treaty of Tilsit Battle of Borodino Congress of Vienna Holy Alliance Decembrist Revolt freeing of the serfs Crimean War Russo-Japanese War Revolution of 1905 October Manifesto World War I
March- November 1917	Provisional Government	Aleksandr Kerensky	March Revolution Petrograd Soviet Lenin's April Theses July Offensive
1917-1992	Soviet Union	Vladimir Lenin Leon Trotsky Josef Stalin Nikita Krushchev Leonid Brezhnev Mikhail Gorbachev	November Revolution Treaty of Brest-Litovsk Civil War USSR created New Economic Plan Five Year Plans collectivization the Great Purges Nazi-Soviet Pact World War II Yalta Cold War Warsaw Pact de-Stalinization Prague Spring <i>glasnost</i> <i>perestroika</i>
1992-present	Russian Republic	Boris Yeltsin Vladimir Putin	

## 9. REVIEW SUMMARY #5: THE 'ISMS' OF THE 18<sup>TH</sup>-19<sup>TH</sup> CENTURIES

### A. LIBERALISM

#### 1. DEFINITION:

- ♦ believer in individual liberty & natural/inalienable rights
- ♦ written constitutions, tolerance, education, no torture, streamlined legal codes
- ♦ types of liberalism
  - 'classical': developed in the Enlightenment by Locke, Smith, etc.
  - political: struggle for individual rights against absolutism
  - economic: struggle for individual economic rights (laissez-faire) against mercantilism (Smith, Ricardo) in the 18<sup>th</sup> century, against socialism in the 19<sup>th</sup>-20<sup>th</sup> centuries
  - Utilitarianism: greatest good for the greatest number (Mill, Bentham)
- ♦ social class associated with liberalism: BOURGEOISIE

#### 2. MAJOR EVENTS ASSOCIATED WITH LIBERALISM, 1815-1914

PERIOD	BRITAIN	FRANCE	GERMANY
1815-1848	•Bentham/Utilitarianism •Reform Bill 1832 •Factory Act, 1833 •Poor Laws, 1834 •Mines Act, 1842 •Repeal of Corn Laws, 1842 •Ten Hour Law, 1847 •Chartism, 1838-1840's •Whig Party	•Constitutional Charter, 1814 •July Revolution, 1830 •February Revolution, 1848 •June Days, 1848 •Second Republic, 1848 •Universal male suffrage, 1848	•Zollverein, 1834 •Frankfurt Assembly, 1848
1848-1914	•Reform Bill 1867 •Reform Bill 1884	2 <sup>nd</sup> Empire reforms: economic nationalism, easing of censorship, liberals support for fear of socialism •3 <sup>rd</sup> Republic dominated by liberal bourgeoisies: reforms of Gambetta and Ferry (supremacy of parliament, secular education, etc.)	•Universal male suffrage in Prussia, 1850 •Universal male suffrage in Germany, 1871 •Liberals supported Bismarck because of fear of socialism, but pretty powerless

### B. CONSERVATISM

#### 1. DEFINITION:

- ♦ Ideology developed as a reaction to classical liberalism of the Enlightenment and the French Revolution, an appeal to those frightened by the Terror, 'mob rule', revolution
- ♦ Generally, belief in order, tradition, faith, society, and the state
- ♦ Specifically in the 18<sup>th</sup>-20<sup>th</sup> centuries, defense of monarchy, nobility, the Church

#### 2. MAJOR EVENTS ASSOCIATED WITH CONSERVATISM, 1815-1914

PERIOD	BRITAIN	FRANCE	GERMANY/AUSTRIA
1815-1848	•Congress of Vienna •Corn Laws, 1816 •Peterloo Massacre •Six Acts, 1819	•Congress of Vienna •Restoration of Bourbons •Rule of Charles X •Later years of Louis Phillipe	•Congress of Vienna •Carlsbad Decrees •Defeat of Frankfurt Assembly •Defeat of Kossuth & Hungarian revolution
1848-1914	•Tory/Conservative Party of Disraeli	•Authoritarian <i>realpolitik</i> of Napoleon III	•Authoritarian <i>realpolitik</i> of Bismarck • <i>kulturkampf</i>



## C. NATIONALISM

### 1. DEFINITION:

- ♦ basic: unity of culture, language, traditions
  - belief that a people so self-defined should govern itself within its own historically-relevant boundaries

### 2. MAJOR EVENTS ASSOCIATED WITH NATIONALISM, 1789-1914

PERIOD	BRITAIN	FRANCE	GERMANY	OTHERS
1789-1815	•Wars of Liberation 1812-1814	• <i>levee en masse</i> of Committee of Public Safety and Napoleon	•Herder's idea of <i>voltgeist</i> •Wars of Liberation 1812-1814	
1815-1848			•defeat of 'dual revolution' in revolutions of 1848 •Frankfurt Assembly	•Greek independence, 1829 •Belgian independence, 1830 •Mazzini in Italy •Hungarian revolt (Kossuth)
1848-1914	•jingoism of imperialism •Kipling's <i>white man's burden</i> •Irish resistance to British •1916 Easter Rebellion	•defeat in Franco-Prussian War •imperialism •brinkmanship before WWI	•unification, 1871 •imperialism	•unification of Italy • <i>Ausgleich</i> in Austria (dual monarchy of Austria & Hungary)

## D. SOCIALISM

### 1. DEFINITION:

- ♦ most basic: labor is the most important component in production, and needs to be protected against the individualist philosophy of capitalism and liberalism
- ♦ Types
  - Utopian socialism of Fourier, Saint-Simon, Proudhon, Blanc, Owen, etc. sought practical measures to help the laboring poor, often sought to create cooperative Utopian collectives
  - Marxism / scientific socialism/Communism moved beyond short-term solutions to a comprehensive analysis of the class struggle and history itself, and a call for violent revolution by the proletariat
  - Revisionism of Eduard Bernstein sought reform rather than revolution, to work for evolutionary gains like pro-labor legislation, trade unions, etc.
  - Leninism and Stalin's 'socialism in one country' both proposed ways to introduce traditional Marxian socialism to a country which had barely industrialized

### 2. MAJOR EVENTS ASSOCIATED WITH SOCIALISM, 1815-1928

PERIOD	BRITAIN	FRANCE	GERMANY	RUSSIA
1815-1848		•Utopian Socialists •Blanc's National Workshops •June Days		
1848-1914	•Marx and Engels publish <i>Communist Manifesto</i> in London •Fabian Society	•Napoleon III's <i>realpolitik</i> alliance of conservative authoritarian's with working class •1871 Paris Commune •Jean Jaures & Socialist Party •workers choose nationalism over socialism in WWI	•Bismarck's <i>realpolitik</i> alliance of conservative authoritarian's with working class •SDP largest party in Germany by 1914 •welfare state by 1880's •workers choose nationalism over socialism in WWI	•development of Leninism by Bolsheviks at Party Congress, 1902
1917-1928			•German Revolution 1919 •Spartacists	•Bolshevik Revolution, 1917 •Civil War, 1920-1 •War Communism •New Economic Plan •socialism in one country •5-Year Plans

## 10. REVIEW SUMMARY #6: WRITINGS & DOCUMENTS

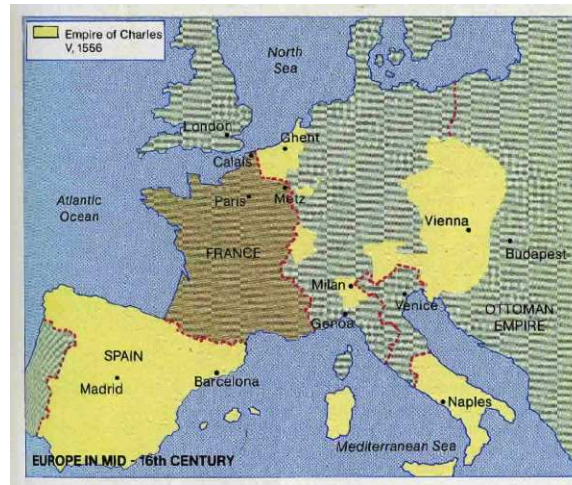
YEAR	TOPIC/ MOVEMENT	AUTHOR	WORK
1348	ITALIAN HUMANISM	BOCCACCIO	THE DECAMERON
1427	CHRISTIAN HUMANISM	THOMAS A KEMPIS	IMITATION OF CHRIST
1444	ITALIAN HUMANISM	LORENZO VALLA	ON THE FALSE DONATION OF CONSTANTINE
1486	ITALIAN HUMANISM	PICO	ORATION ON THE DIGNITY OF MAN
1512	CHRISTIAN HUMANISM	ERASMUS	IN PRAISE OF FOLLY
1513	ITALIAN HUMANISM	MACHIAVELLI	THE PRINCE
1516	CHRISTIAN HUMANISM	MORE	UTOPIA
1517	REFORMATION	LUTHER	NINETY-FIVE THESES
1518	ITALIAN HUMANISM	CASTIGLIONE	BOOK OF THE COURTIER
1520	REFORMATION	LUTHER	ON CHRISTIAN LIBERTY
1525	REFORMATION		TWELVE ARTICLES
1530	REFORMATION	LUTHER ETAL	CONFESSION OF AUGSBURG
1536	REFORMATION	CALVIN	INSTITUTES OF THE CHRISTIAN RELIGION
1543	SCIENTIFIC REVOLUTION	COPERNICUS	ON THE REVOLUTIONS OF THE HEAVENLY SPHERES
1552	NORTHERN HUMANISM	RABELAIS	GARGANTUA /PANTAGRUEL
1598	ABSOLUTISM	JAMES I	THE TREW LAW OF FREE MONARCHIES
	ABSOLUTISM	HENRY IV	EDICT OF NANTES
1605	SCIENTIFIC REVOLUTION	FRANCIS BACON	THE ADVANCEMENT OF LEARNING
1610	SCIENTIFIC REVOLUTION	GALILEO	THE STARRY MESSENGER
1628	CONSTITUTIONALISM		PETITION OF RIGHT
1651	ABSOLUTISM	HOBBS	LEVIATHAN
1685	ABSOLUTISM	LOUIS XIV	EDICT OF FOUNTAINBLEU
1687	SCIENTIFIC REVOLUTION	NEWTON	PRINCIPIA MATHEMATICA
1689	CONSTITUTIONALISM		ENGLISH BILL OF RIGHTS
1690	ENLIGHTENEMENT	LOCKE	ESSAY CONCERNING HUMAN UNDERSTANDING SECOND TREATISE ON CIVIL GOVERNMENT
1748	ENLIGHTENMENT	MONTESQUIEU	L'ESPRIT DES LOIS
1762	ENLIGHTENMENT	ROUSSEA	THE SOCIAL CONTRACT
1765	ENLIGHTENMENT	DIDEROT	ENCYCLOPEDIA
1774	ROMANTICISM	GOETHE	SORROWS OF YOUNG WERTHER
1776	ENLIGHTENMENT	SMITH	WEALTH OF NATIONS
1789	FRENCH REVOLUTION	SIEYES	WHAT IS THE THIRD ESTATE?
1789	FRENCH REVOLUTION		TENNIS COURT OATH, AUGUST 4 DECREES DECLARATION OF THE RIGHTS OF MAN
1790	FRENCH REVOLUTION		CIVIL CONSTITUTION OF THE CLERGY
1790	FRENCH REVOLUTION	BURKE	REFLECTIONS ON THE REVOLUTION IN FRANCE
1791	FRENCH REVOLUTION	PAINE	THE RIGHTS OF MAN
1791	FRENCH REVOLUTION		DECLARATION OF PILLNITZ
1792	FRENCH REVOLUTION	WOLLSTONECRAFT	VINDICATION OF THE RIGHTS OF WOMEN
1798	INDUSTRIAL REVOLUTION	MALTHUS	ESSAY ON THE PRINCIPLE OF POPULATION
1801	NAPOLEON		CONCORDAT OF 1801
1804	NAPOLEON		NAPOLEONIC CODE
1814	AGE OF METTERNICH		CONSTITUTIONAL CHARTER
1819	AGE OF METTERNICH		CARLSBAD DECREES SIX ACTS
1820	ROMANTICISM	SHELLEY	PROMETHEUS UNBOUND
1832	ROMANTICISM	GOETHE	FAUST
1840	SOCIALISM	PROUDHON	WHAT IS PROPERTY?
1848	SOCIALISM	MARX & ENGELS	COMMUNIST MANIFESTO
1856	REALISM	FLAUBERT	MADAME BOVARY
1859	19 <sup>TH</sup> CENTURY	DARWIN	ORIGIN OF SPECIES
1862	ROMANTICISM	HUGO	LES MISERABLES
1864	19 <sup>TH</sup> CENTURY	POPE PIUS IX	SLLABUS OF ERRORS
1869	REALISM	TOLSTOY	WAR AND PEACE
1885	REALISM	ZOLA	GERMINAL
1891	REALISM	HARDY	TESS OF THE D'URBERVILLES
1896	19 <sup>TH</sup> CENTURY	COMTE	THE COURSE OF POSITIVE PHILOSOPHY
1898	AGE OF MASS POLITICS	ZOLA	J'ACCUSE
1899	SOCIALISM	BERNSTEIN	EVOLUTIONARY SOCIALISM
1899	IMPERIALISM	KIPLING	WHITE MAN'S BURDEN
1899	19 <sup>TH</sup> CENTURY	FREUD	THE INTERPRETATION OF DREAMS
1902	IMPERIALISM	HOBSON	IMPERIALISM
1902	RUSSIAN REVOLUTION	LENIN	WHAT IS TO BE DONE?
1905	RUSSIAN REVOLUTION	NICHOLAS II	OCTOBER MANIFESTO
1917	RUSSIAN REVOLUTION	LENIN	APRIL THESES
1919	WORLD WAR I	KEYNES	ECONOMIC CONSEQUENCES OF THE PEACE
1929	WORLD WAR I	REMARQUE	ALL QUIET ON THE WESTERN FRONT

## 11. REVIEW SUMMARY #7: ART IN EUROPEAN HISTORY

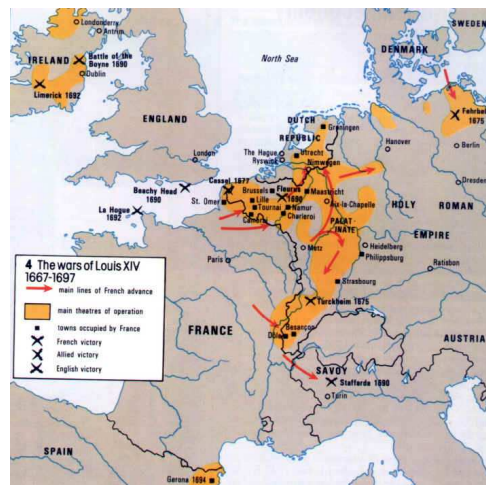
PERIOD	DESCRIPTION	TIME	ARTISTS	MUSICIANS	IDEAS AND EVENTS
RENAISSANCE	Revival of interest in Classical forms of Greece and Rome	1300-1600	BOTTICELLI BRUEGHEL DONATELLO DURER LEONARDO MICHAELANGELO, RAPHAEL, TITIAN	PALESTRINA, GABRIELI, DES PRES	•use of chiaroscuro, perspective, portraiture, equipoise, natural landscapes •Attempt to paint subjects as they are
BAROQUE	Artistic movement characterized by drama and grandeur, a sense of awe and splendor, lots of detail, etc	1600-1750	VARVAGGIO, REMBRANDT, POUSSIN, RUBENS, VELASQUEZ, VERMEER	BACH, HANDEL, LULLY, PURCELL, SCARLATTI, VIVALDI	•lots of ornamentation, curved lines lots of portraits •art frequently in the service of the absolutist state •centered in Louis XIV's France
NEOCLASSICISM	looks to a definite set of 'ideal' standards in art/music, use of ancient Greek and Roman models for inspiration	1770-1820	DAVID, GOYA, INGRES, GROS	BEETHOVEN, GLICK, HAYDN, MOZART, ROSSINI, SCHUBERT	
ROMANTICISM	Emotional reaction against the neoclassical, against idea of rigid standards or norms, or abstractions	1800-1850 (maybe a little later for music)	DELACROIX, GERICAULT, ROUSSEAU	BEETHOVEN, BERLIOZ, BIZET, BRAHMS, CHOPIN, DVORAK, FRANCK, LISZT, MAHLER, MENDELSSOHN, SAINT-SAENS, STRAUSS, TCHAIKOVSKY, VERDI, WAGNER	•lots of glorification of the past (Middle Ages especially.), nature, patriotism, heroism •emphasis on feeling not reason
REALISM	Grittier subjects than Romanticism, more attention to social context, to life as it really is	1850-1880	COURBET, DAUMIER, MILLET, MANET, DEGAS		•depiction of real people, events—peasants, workers who aren't attractive •facts not emotions •lots of industrial images, trains
IMPRESSIONISM	In age of photographic accuracy, painters sought more to capture an impression, an overall feeling	1870-1905	CEZANNE, DEGAS, GAUGIN, MONET, VAN GOGH, TOULOUSE-LAUTREC, RODIN	DEBUSSY, FAURE, RAVEL	•more painting in the outdoors, work with light and color
MODERN	artists influenced by Einstein, Freud, the atomic age	20 <sup>TH</sup> CENTURY	CALDER, CHAGALL, DALI, DUCHAMP, ERNST, KANDINSKY, KLEE, MATISSE, PICASSO, WARHOL	BARTOK, BRITTEN, GERSHWIN, POULENC, PROKOVIEV, SATIE, SCHONBERG, STRAVINSKY	•more work with shapes (Cubism) •looks to portray psychological & emotional states

## 12. REVIEW SUMMARY #8: MAPS YOU SHOULD KNOW

### 1. Lands controlled by Charles V and the Holy Roman Empire



### 2. Lands contested and conquered by Louis XIV



### 3. Partitions of Poland



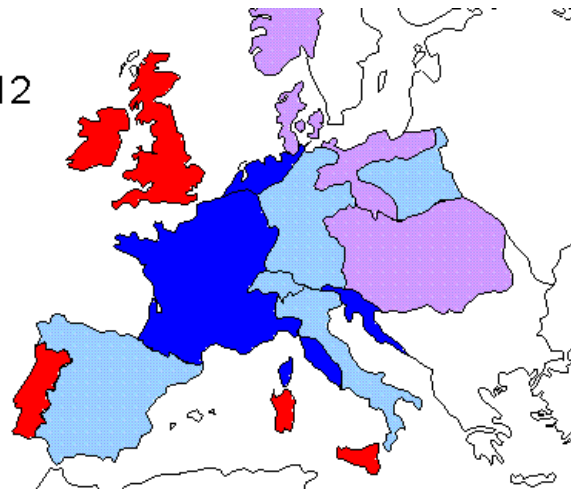
#### 4. Expansion of Russia, seventeenth and eighteenth centuries



#### 5. France and Europe under Napoleon

##### EUROPE IN 1812

- British Control
- Napoleonic Empire
- Dependent States
- Allies of Napoleon



#### 6. Europe after the Congress of Vienna

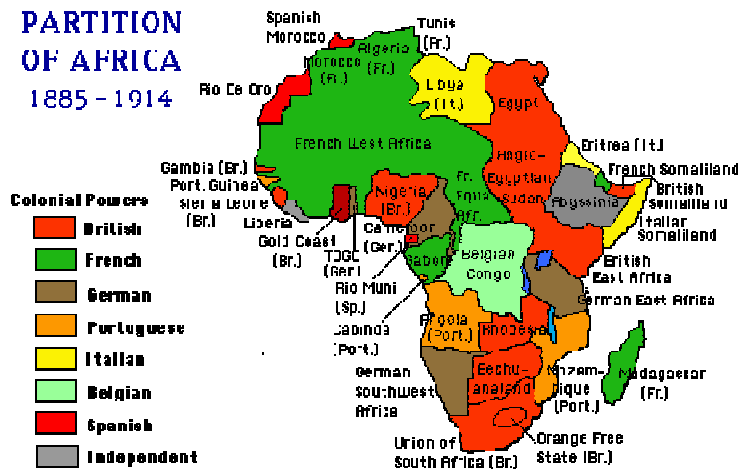




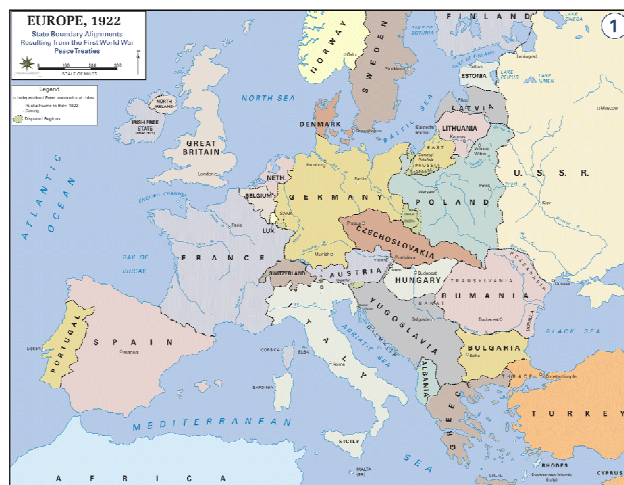
## 7. Unifications of Germany and Italy



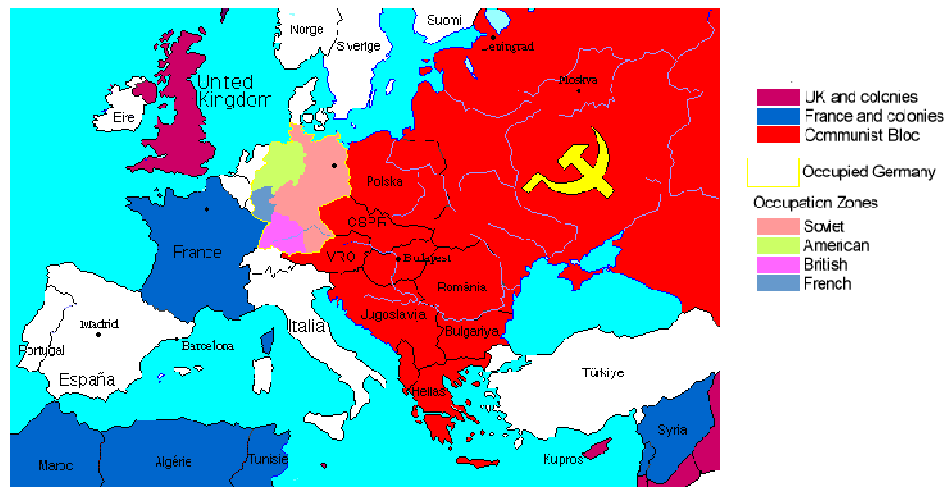
## 8. Africa, 1885-1914



## 9. Europe after World War I



## 10. Europe after World War II



## 11. Europe after the fall of Communism



# 13. CONTENT REVIEW #1: RENAISSANCE AND REFORMATION

## 1. SOURCES

### ✓ CLASS NOTES

### ✓ MCKAY\_TOPIC GUIDES:

The Background of the Italian Renaissance (August 21)  
Basic Ideas of the Renaissance (August 22)  
Renaissance Art & Artists (August 23)  
Social Change in the Renaissance (August 27)  
Political Change in the Renaissance (August 28)  
The Northern Renaissance (August 29)  
Background of the Protestant Reformation (September 5)  
Martin Luther & the Birth of Protestantism (September 6)  
The Social and Political Impact of Luther (September 10)  
The Spread of the Protestant Reformation (September 11)  
The Catholic Reformation & the Counter-Reformation (September 12)

## 2. MAJOR IDEAS

- ♦ the most important characteristics of the Middle Ages
- ♦ the events that caused the decline of medieval institutions
- ♦ the economic, political and geographical factors that made Italy the heart of the Renaissance
- ♦ the role of princely courts in art and politics in Renaissance Italy
- ♦ the major Renaissance cities
- ♦ the roles of balance of power in Italian politics
- ♦ the meaning, interests, and major figures in Italian humanism
- ♦ the concept of *virtue*
- ♦ the concept of *Renaissance man*
- ♦ the various breakthroughs and artists that characterized Renaissance painting and sculpture
- ♦ the meaning and various disciplines of the liberal arts
- ♦ the status and activities of lower and middle class women in the Renaissance
- ♦ the impact of movable type and the clock upon 14<sup>th</sup> & 15<sup>th</sup> century Europe
- ♦ the 'New Monarchs' of the 14<sup>th</sup> & 15<sup>th</sup> centuries, and the institutions they had to subdue in order to cement their own power
- ♦ Machiavelli's description of power, human nature, and *virtue*
- ♦ the differences between the Northern and Italian Renaissances
- ♦ the similarities between the Northern and Italian Renaissances
- ♦ the major figures of Northern Humanism
- ♦ the various religious, social, and economic factors that prepared the way for the Reformation
- ♦ the political background of the Reformation
- ♦ the role of indulgences in the Lutheran Reformation
- ♦ the events and issues surrounding the Ninety-Five Theses
- ♦ the events and issues surrounding the Diet of Worms
- ♦ the main ideas of Lutheran Protestantism
- ♦ why various social groups supported Luther
- ♦ the events and issues surrounding the Peasants' Revolts
- ♦ the events leading to the Peace of Augsburg, and their consequences
- ♦ why Protestantism spread so fast
- ♦ the basic ideas of Calvinism, and why it is historically important
- ♦ the basic events, issues, and personalities of Anglicanism
- ♦ how Anglicanism resembled and differed from Catholicism
- ♦ the state of European Protestantism by mid-16<sup>th</sup> century
- ♦ the two ways that the Catholic Church responded to the challenge of Protestantism
- ♦ the reforms of the Council of Trent
- ♦ the activities of the Counter-Reformation

## 3. DATES TO KNOW

RENAISSANCE ACTIVITIES IN THE ITALIAN CITY-STATES \*

THE NINETY-FIVE THESES

DIET OF WORMS

PEASANT REVOLTS

SCHMALKALDIC WARS

PEACE OF AUGSBURG

CALVIN'S RULE IN GENEVA\*

THE ENGLISH REFORMATION

THE COUNCIL OF TRENT

## 4. TERMS TO KNOW

RENAISSANCE

CITY-STATE

FLORENCE

MEDICIS

CIOMPI REVOLTS

COMMUNES

POPOLO

SAVANAROLA

REPUBLICAN

SIGNORI  
DESPOT  
OLIGARCHY  
PRINCELY COURTS  
BALANCE OF POWER  
CORPORATE  
PETRARCH  
DARK AGES  
INDIVIDUALISM  
CELLINI'S *AUTOBIOGRAPHY*  
HUMANISM  
MACHIAVELLI  
*THE PRINCE*  
VIRTU  
RENAISSANCE MAN  
VERNACULAR  
PICO'S *ORATION ON THE DIGNITY OF MAN*  
SECULAR  
VALLA *ON THE FALSE DONATION OF CONSTANTINE*  
BOCCACCIO *THE DECAMERON*  
JULIUS II  
LEONARDO  
PERSPECTIVE  
*CHIAROSCURO*  
PYRAMID COMPOSITION  
*CONTAPOSSTO*  
*MONA LISA*  
MASACIO  
DONATELLO  
*DAVID*  
*MARY MAGDALENE*  
BOTTICELLI  
*LAST SUPPER*  
MICHAELANGELO  
*PIETA*  
RAPHAEL  
VANISHING POINT  
SISTINE CHAPEL  
TITIAN  
ALBERTI  
PALLADIO  
CASTIGLIONE'S *THE COURTIER*  
LIBERAL ARTS  
RHETORIC  
LAURA CERETA  
MOVABLE TYPE  
GUTENBERG  
NEW MONARCHS  
MACHIAVELLIAN  
NORTHERN RENAISSANCE  
NORTHERN HUMANISM  
CHRISTIAN HUMANISM  
THOMAS MORE  
*UTOPIA*  
ERASMUS  
*IN PRAISE OF FOLY*  
THE PHILOSOPHY OF CHRIST  
RABELAIS  
*GARGANTUA AND PANTAGRUEL*  
FLEMISH  
LOW COUNTRIES  
BABYLONIAN CAPTIVITY  
GREAT SCHISM  
CONCILIAR MOVEMENT  
PLURALISM  
ABSENTEEISM  
BENEFICES  
JULIUS II  
LEO X  
BRETHREN OF THE COMMON LIFE  
THOMAS À KEMPIS  
*THE IMITATION OF CHRIST*  
INDULGENCES  
HOLY ROMAN EMPIRE  
CHARLES V  
MARTIN LUTHER

ALBERT OF MAINZ  
JOHAN TETZEL  
REMISSION OF SINS  
*NINETY-FIVE THESES*  
DIET OF WORMS  
PROTESTANTISM  
CONFESSION OF AUGSBURG  
TRANSUBSTANTIATION  
CONSUBSTANTIATION  
PRIESTHOOD OF ALL BELIEVERS  
PSYCHOBIOGRAPHY  
*YOUNG MAN LUTHER*  
GOOD WORKS  
MONASTICISM  
SACRAMENTS  
*ON CHRISTIAN LIBERTY*  
PEASANT REVOLTS  
TWELVE ARTICLES  
SCHMALKALDIC LEAGUE  
SCHMALKALDIC WARS  
DYNASTIC WAR  
HABSBURG  
HABSBURG-VALOIS WARS  
PEACE OF AUGSBURG  
JOHN CALVIN  
CALVINISM  
GENEVA  
*INSTITUTES OF THE CHRISTIAN RELIGION*  
PREDESTINATION  
GENEVAN CONSISTORY  
MICHEL SERVETUS  
ANABAPTISTS  
WILLIAM TYNDALE  
HENRY VIII  
ACT OF SUPREMACY  
EDWARD VI  
*THE BOOK OF COMMON PRAYER*  
MARY TUDOR  
ELIZABETH I  
JOHN KNOX  
ULRICH ZWINGLI  
THEOCRACY  
CATHOLIC REFORMATION  
COUNTER-REFORMATION  
COUNCIL OF TRENT  
POPE PAUL III  
INQUISITION  
URSULINE ORDERS  
SOCIETY OF JESUS  
IGNATIUS LOYOLA  
HOLY OFFICE  
INDEX OF PROHIBITED BOOKS  
HERESY

## **5. GEOGRAPHY**

ITALY  
OTTOMAN EMPIRE  
FRANCE  
ROME & PAPAL STATES  
FLORENCE  
ENGLAND  
THE LOW COUNTRIES  
HOLY ROMAN EMPIRE  
SWITZERLAND  
SCOTLAND



# 14. CONTENT REVIEW #2: RELIGIOUS WARS, ABSOLUTISM, CONSTITUTIONALISM

## 1. SOURCES

### ✓ CLASS NOTES

### ✓ MCKAY\_TOPIC GUIDES:

Religious and Civil Wars in France and the Netherlands (September 18)

The Thirty Years' War 1618-1648 (September 21/24)

Absolutism in Western Europe (October 2)

The Development of French Absolutism (October 3)

French Absolutism under Louis XIV (October 4)

Louis XIV's Wars (October 9)

English Constitutionalism 1 (October 10)

English Constitutionalism 2 (October 11)

17<sup>th</sup> century Society in Eastern Europe (October 23)

Absolutism in Prussia and Austria (October 23)

## 2. MAJOR IDEAS

- The events that altered Europe totally in the 16<sup>th</sup> century
- The change in the focus of warfare after the Hapsburg-Valois Wars
- The terms of the Concordat of Bologna
- The disorder that followed the St. Bartholomew's Day Massacre, and how both the *politiques* and Henry of Navarre restored internal peace and paved the way for absolutism in France
- The reign of Henry IV of France
- The Dutch civil conflict of 1568-78, and how it was resolved
- The role of Phillip II of Spain in the European religious struggles of the 16<sup>th</sup> century
- The causes, phases, and general results of the Thirty Years' War
- The significance of the Treaty of Westphalia
- The two general 'roads' taken by European governments in the 17<sup>th</sup> & 18<sup>th</sup> centuries
- The general theories concerning the source of absolute power in the 17<sup>th</sup>-18<sup>th</sup> centuries
- The characteristics of absolute rulers in the 17<sup>th</sup> -18<sup>th</sup> centuries
- The concept of sovereignty, and what a ruler must monopoly power over to have it
- How Henry IV established the foundations of French absolutism
- How Richelieu contributed to the development of French absolutism
- The significance of the Frondes
- How Louis XIV established control over the French nobility and peasantry
- The economic policies of Louis XIV and Colbert
- The military innovations of Louis XIV
- The gains and losses of Louis' wars
- How and why English social mobility was greater than in France
- The roles of James I and Charles I in antagonizing Parliament and Puritans
- The religious and political issues of the Civil War
- The rule of Cromwell
- The nature of the Stuart Restoration
- How and why Charles II and James II antagonized Parliament
- The cause and major events of the Glorious Revolution
- Why absolutism triumphed in Eastern Europe
- How the Great Elector and Frederick William I turned Prussia into a military society and a Great Power

## 3. DATES TO KNOW

EDICT OF NANTES

DUTCH CIVIL WAR \*

THIRTY YEARS' WAR

PEACE OF WESTPHALIA

REIGN OF HENRY IV \*

THE FRONDE

REIGN OF LOUIS XIV

TREATY OF UTRECHT

PETITION OF RIGHT

ENGLISH CIVIL WAR

STUART RESTORATION

GLORIOUS REVOLUTION

BILL OF RIGHTS

#### 4. TERMS TO KNOW

HABSBURG-VALOIS WAR  
TREATY OF CATEAU-CAMRESIS  
HENRY II  
TAILLE  
CONCORDAT OF BOLOGNA  
CALVINISM  
HUGUENOTS  
ST. BARTHOLOMEW'S DAY MASSACRE  
WAR OF THE THREE HENRYS  
POLITIQUES  
HENRY OF NAVARRE  
HENRY IV  
EDICT OF NANTES  
NETHERLANDS  
CHARLES V  
PHILIP II  
THE DUTCH CIVIL WAR  
WILLIAM OF ORANGE  
PHILIP II  
ESCORIAL  
THE DUTCH CIVIL WAR  
WILLIAM OF ORANGE  
UNION OF UTRECHT  
ELIZABETH I  
MARY, QUEEN OF SCOTS  
SPANISH ARMADA  
PEACE OF AUGSBURG  
DEFENESTRATION OF PRAGUE  
THE THIRTY YEARS' WAR  
BOHEMIA  
HABSBURGS  
GUSTAVUS ADOLPHUS  
CARDINAL RICHELIEU  
PEACE OF WESTPHALIA  
SOVEREIGNTY  
ABSOLUTISM  
CONSTITUTIONALISM  
DIVINE RIGHT  
BUREAUCRACY  
STANDING ARMY  
JEAN BODIN  
THOMAS HOBBS  
BISHOP BOSSUET  
DIVINE RIGHT OF KINGS  
*POLITIQUES*  
IRST ESTATE  
SECOND ESTATE  
THIRD ESTATE  
HENRY IV  
EDICT OF NANTES  
SULLY  
LOUIS XIII  
CARDINAL RICHELIEU  
INTENDANTS  
GENERALITÉS  
NOBLESSE DE ROBE  
NOBLESS D'EPEE  
FRENCH ACADEMY  
THE FRONDE  
LOUIS XIV  
THE SUN KING  
VERSAILLES  
ESTATES-GENERAL  
TAX FARMERS  
COLBERT  
MERCANTILISM  
GUILDS  
CONCORDAT OF BOLOGNA  
GALLICAN CHURCH  
SUBSIDIES  
REVOCATION OF THE EDICT OF NANTES  
CORVÉE  
LOUIS XIV  
LOUVOIS  
FLANDERS

TREATY OF NIJMAGEN  
WAR OF THE SPANISH SUCCESSION  
GRAND ALLIANCE  
PEACE OF UTRECHT  
JEAN MARTINET  
SPANISH NETHERLANDS  
FRANCH-COMTÉ  
LEAGUE OF AUGSBURG  
WILLIAM OF ORANGE  
BATTLE OF BLENHEIM  
CONSTITUTIONALISM  
CONSTITUTIONAL REPUBLIC  
CONSTITUTIONAL MONARCHY  
PRIMOGENITURE  
GENTRY  
TITLED NOBILITY  
ELIZABETH I  
TUDOR  
JAMES I  
STUART  
THE TREW LAW OF FREE MONARCHY  
ANGLICAN  
CHARLES I  
PETITION OF RIGHT  
FORCED LOAN  
MARTIAL LAW  
HOUSE OF COMMONS  
HOUSE OF LORDS  
PURITANS  
PROTESTANT ETHIC  
WILLIAM LAUD  
SCOTTISH REVOLT  
SHIP MONEY  
SHORT PARLIAMENT  
LONG PARLIAMENT  
TRIENNIAL ACT  
ENGLISH CIVIL WAR  
CAVALIERS  
ROUNDHEADS  
OLIVER CROMWELL  
NEW MODEL ARMY  
PRIDE'S PURGE  
REGICIDE  
RUMP PARLIAMENT  
INTERREGNUM  
STUART RESTORATION  
COMMONWEALTH  
REPUBLIC  
PROTECTORATE  
CHARLES II  
CLARENDON CODE  
TEST ACT  
TREATY OF DOVER  
EXCLUSION ACT  
WHIG  
TORY  
JAMES II  
DECLARATION OF INDULGENCE  
THE GLORIOUS REVOLUTION  
WILLIAM AND MARY  
BILL OF RIGHTS  
JOHN LOCKE  
SECOND TREATISE OF CIVIL GOVERNMENT  
CABINET SYSTEM  
ROBERT WALPOLE  
ACT OF UNION  
CABINET SYSTEM  
PRIME MINISTER  
SERFDOM  
HEREDITARY SUBJUGATION  
AUSTRIA  
PRUSSIA  
HABSBURGS  
BOHEMIA  
BOHEMIAN ESTATES  
CZECHS



OTTOMAN TURKS  
SIEGE OF VIENNA  
PRAGMATIC SANCTION  
CHARLES VI  
THE HABSBURG STATE  
HOHENZOLLERN  
ELECTOR OF BRANDENBURG  
BRANDENBURG  
FREDERICK WILLIAM / THE GREAT ELECTOR  
JUNKERS  
FREDERICK WILLIAM I

## **5. GEOGRAPHY**

HABSBURG EMPIRE  
POLAND  
RUSSIA  
PRUSSIA



# 15. CONTENT REVIEW #3: SCIENTIFIC REVOLUTION, ENLIGHTENMENT, FRENCH REVOLUTION

## 1. SOURCES

### ✓ CLASS NOTES

### ✓ MCKAY TOPIC GUIDES:

The Scientific Revolution (November 5-6)

The Enlightenment (November 12)

The Enlightenment and Absolutism (November 13)

The French Revolution Part 1 1787-1789 (November 16)

The French Revolution Part 2 1789-1791 (November 27)

The French Revolution Part 3 1791-1799 (November 28 & 29)

## 2. MAJOR IDEAS

- the concept of world view, aka conceptual scheme, aka paradigm
- the general time period of Scientific Revolution
- the fundamental changes that took place as a result of the Scientific Revolution
- the view of science and the universe before the Scientific Revolution
- the events and factors that paved the way for the Scientific Revolution
- the innovations and implications of the work of Copernicus
- the innovations and implications of the work of Kepler
- the innovations and implications of the work of Galileo
- the innovations and implications of the work of Newton
- the basic assumptions of the Enlightenment
- the general time period of the Enlightenment
- the Enlightenment idea of progress, and why it had no precedent in classical or medieval thought
- the major *philosophes* and their role in the Enlightenment
- the contributions and major works of Voltaire, Montesquieu, Diderot, and Rousseau
- John Locke's ideas about knowledge and government
- the economic application of Enlightenment thoughts
- the major ideas of classical liberalism
- why *philosophes* sought political, economic, and social reforms from despots
- the general reforms generally advanced by *philosophes* and enlightened despots
- the enlightened reforms of Frederick the Great, and the specific historical context of those reforms
- the enlightened reforms of Catherine the Great, and the specific historical context of those reforms
- the enlightened Habsburg rulers and the reforms they made
- why Poland was easily defeated in the 18<sup>th</sup> century
- the deterioration of French absolute power after 1715
- the 'total' nature of the French Revolution
- the contradictory impact of the French Revolution on democracy and totalitarianism
- the chronological overview of the Revolution
- Crane Brinton's anatomy of revolution
- the French government's financial problems in the 18<sup>th</sup> century
- the privileges of the First and Second Estates of France
- the social composition of the Third Estate
- the roles of economic distress and intellectual ferment in the coming of the French Revolution
- the application of the theory of the 'revolution of rising expectations'
- the events of 1787-8 (revolt of the nobility) that led to the calling of the Estates-General
- the events in the Estates-General leading to the revolt of the bourgeoisie and the formation of the National Assembly
- the activities of the lower classes from July to October 1789
- the revolution in the National Assembly 1789-91, and how its reforms impacted the lower classes
- National Assembly policies concerning women and Catholicism
- The ideas of Edmund Burke on conservatism and the French Revolution
- The ideas of Thomas Paine on liberalism and the French Revolution
- The roles of King Louis XVI in the Revolution and the Terror
- The international response to the Revolution: intellectual and diplomatic/military
- The Second French Revolution
- The roles of the Mountain, the Paris Commune, and the *sans culottes*
- The major events leading to the Reign of Terror 1792-4
- The economic, military, and political activities of the Committee of Public Safety
- The Thermidorean reaction
- Why and how the Directory failed

### 3. DATES TO KNOW

THE SCIENTIFIC REVOLUTION\*  
THE ENLIGHTENMENT\*  
ENLIGHTENED ABSOLUTISM \*  
THE CALLING OF THE ESTATES-GENERAL IN France  
THE TENNIS COURT OATH  
THE AUGUST 4 DECREES  
THE DECLARATION OF THE RIGHTS OF MAN  
THE STORMING OF THE BASTILLE  
THE GREAT FEAR  
THE PERIOD OF THE NATIONAL ASSEMBLY  
THE ATTEMPTED ESCAPE OF THE KING  
THE SECOND FRENCH REVOLUTION  
THE EXECUTION OF KING LOUIS XVI  
THE REIGN OF TERROR  
THERMIDOR  
18 BRUMAIRE

### 4. TERMS TO KNOW

SCIENTIFIC REVOLUTION  
WORLD VIEW  
CONCEPTUAL SCHEME  
PARADIGM SHIFT  
RATIONALISM  
GREAT MAN THEORY OF CAUSATION  
OBJECTIVE FORCES THEORY OF CAUSATION  
ARISTOTLE  
CELESTIAL SPHERE  
TERRESTRIAL (SUBLUNAR) SPHERE  
GEOCENTRIC THEORY  
GREAT CHAIN OF BEING  
COPERNICUS  
PTOLEMY  
EPICYCLES  
CRYSTALLINE SPHERES  
ALCHEMY  
*ON THE REVOLUTIONS OF THE HEAVENLY SPHERES*  
COPERNICAN HYPOTHESIS  
ASTROLOGY  
TYCHO BRAHE  
JOHANNES KEPLER  
KEPLER'S LAWS OF PLANETARY MOTION  
ELLIPTICAL SPHERE  
GALILEO  
EXPERIMENTAL METHOD  
GALILEO'S TRIAL  
ISAAC NEWTON  
NEWTON'S SYNTHESIS  
LAW OF UNIVERSAL GRAVITATION  
ROYAL SOCIETY  
FRANCIS BACON  
RENÉ DESCARTES  
EMPIRICISM  
INDUCTIVE METHOD  
DEDUCTIVE METHOD  
VESALIUS  
HARVEY  
ROBERT BOYLE  
ENLIGHTENMENT  
RATIONALISM  
PROGRESS  
SECULAR  
FONTENELLE  
BAYLE  
SCEPTICISM  
JOHN LOCKE  
*TWO TREATISES OF CIVIL GOVERNMENT*  
*ESSAY CONCERNING HUMAN UNDERSTANDING*  
TABULA RASA  
PHILOSOPHES  
MONTESQUIEU  
*L'ESPRIT DES LOIS*  
SEPARATION OF POWERS  
VOLTAIRE  
DEISM

ENCYCLOPEDIE  
DIDEROT  
ROUSSEAU  
*THE SOCIAL CONTRACT*  
GENERAL WILL  
QUESNAY  
PHYSIOCRATS  
ADAM SMITH  
*WEALTH OF NATIONS*  
*LAISSEZ-FAIRE* CAPITALISM  
SALONS  
CLASSICAL LIBERALISM  
NATURAL RIGHTS  
ENLIGHTENED ABSOLUTISM  
FREDERICK II (THE GREAT)  
MARIA THERESA  
PRAGMATIC SANCTION  
WAR OF THE SPANISH SUCCESSION  
PRUSSIA  
SILESIA  
SEVEN YEARS' WAR  
CATHERINE THE GREAT  
PETER III  
PUGACHEV'S REVOLT  
THE PARTITION OF POLAND  
JOSEPH II  
PARLEMENT OF PARIS  
LOUIS XV  
AMERICAN REVOLUTION  
REVOLUTION OF RISING EXPECTATION  
TOTAL REVOLUTION  
*BRINTON'S ANATOMY OF REVOLUTION*  
BOURBON  
REVOLT OF THE NOBILITY  
ESTATES  
FIRST ESTATE  
CLERGY  
SECOND ESTATE  
MANORIAL RIGHTS  
THIRD ESTATE  
REVISIONIST HISTORIAN  
LOUIS XVI  
*CAHIERS*  
ASSEMBLY OF NOTABLES  
OLD REGIME  
ESTATES-GENERAL  
SIEYES' *WHAT IS THE THIRD ESTATE?*  
NATIONAL ASSEMBLY  
THE TENNIS COURT OATH  
BASTILLE  
GREAT FEAR  
AUGUST 4 DECREES  
NATIONAL ASSEMBLY  
DECLARATION OF THE RIGHTS OF MAN AND CITIZEN  
LIBERAL REVOLUTION  
THE POOR WOMEN OF PARIS  
WOMEN'S MARCH TO VERSAILLES  
CONSTITUTIONAL MONARCHY  
DEPARTMENTS  
*ASSIGNATS*  
CIVIL CONSTITUTION OF THE CLERGY  
CONSTITUTION OF 1791  
LEGISLATIVE ASSEMBLY  
MAXMILLIEN ROBESPIERRE  
EDMUND BURKE  
*REFLECTIONS ON THE REVOLUTION IN France*  
MARY WOLLSTONECRAFT  
*VINDICATION OF THE RIGHTS OF MAN*  
*VINDICATION OF THE RIGHTS OF WOMEN*  
OLYMPE DE GOUGES  
DECLARATION OF PILLNITZ  
JACOBINS  
THE SECOND FRENCH REVOLUTION  
REPUBLIC  
NATIONAL CONVENTION  
SEPTEMBER MASSACRES

FIRST COALITION  
GIRONDISTS  
THE MOUNTAIN  
GEORGES JACQUES DANTON  
BATTLE OF VALMY  
SANS-CULOTTES  
COMMITTEE OF PUBLIC SAFETY  
PLANNED ECONOMY  
*LEVÉE EN MASSE*  
THE REIGN OF TERROR  
THERMIDOREAN REACTION  
THE DIRECTORY  
18 *BRUMAIRE*

# 16. CONTENT REVIEW #4: NAPOLEON, INDUSTRIAL REVOLUTION

## 1. SOURCES

### ✓ CLASS NOTES

### ✓ MCKAY\_TOPIC GUIDES:

Napoleon 1 Domestic Policy (January 4)

Napoleon 2 Foreign Policy, 1799-1915 (January 7)

The Industrial Revolution in Great Britain (January 9)

The Industrial Revolution in Continental Europe (January 14)

The Industrial Revolution 3 Capital and Labor (January 15)

## 2. MAIN IDEAS

- the various facts and opinions concerning Napoleon's impact upon the French Revolution
- Napoleon's activities in the decade before taking power
- the trade-off inherent in the Constitution of 1801
- the major provisions of the Concordat of 1801, and describe Napoleon's motives in making such a deal
- the Napoleonic Code:
  - what it was
  - the major things it guaranteed
  - what it said about women
  - Napoleon's motives for doing it
- why the French, after years of revolution, were willing and eager to give up their civil liberties to Napoleon
- the four major foreign enemies of Napoleon
- Napoleon's military strengths and weaknesses
- the battles in which Napoleon defeated
  - the Austrians
  - the Prussians
- how Napoleon dealt with the defeated Holy Roman Empire
- the background and major terms of the Peace of Tilsit
- the three parts of Napoleon's Grand Empire, and the nations included in each
- Napoleon's impact upon Europe, including
  - his economic impact
  - his impact upon French revolutionary ideals
  - the meaning and role of nationalism
- the Battle of Trafalgar
  - why England was a unique problem for Napoleon
  - the significance of the battle
- the Continental System and why it failed
- Napoleon and Russia:
  - why Napoleon attacked Russia
  - the problems of invading Russia
  - Napoleon's plan for invasion, and how the Russians defeated it
  - the consequences of Napoleon's retreat from Russia
- the landmarks in the defeat, including
  - the Wars of Liberation
  - the two battles that defeated him
  - why Napoleon was able to take power for the Hundred Days
- the Industrial Revolutions, and describe the changes in the following areas:
  - sources of power
  - basic means of production
  - manufacturing methods
  - where people lived
  - social classes
- the dates and power source of the three Industrial Revolutions
- the roots of the Scientific Revolution in Britain and Europe, including
  - what the Commercial Revolution was and how it aided industrialization
  - the meaning of cottage industry, and how it led to industrialization
  - the causes and results of the population explosion of the 18<sup>th</sup> century
- the relationship between **population** and **industrialization**
- the economic, political, and social reasons that the Industrial Revolution began in Britain
- the Enclosure Movement of the 17<sup>th</sup> & 18<sup>th</sup> centuries:
  - what it was
  - its consequences for industrial labor
  - its consequences agricultural production, and how this aided industrialization
- why the European continent industrialized later than did Britain, including
  - the two ways that political upheaval retarded the Continent's growth
  - the nature of Britain's dominance in world commerce and technology
  - the problems of Continental nations concerning finance, labor, and natural resources
- why the Continent began to catch up after 1815, including
  - the advantage in technology
  - the role of railroads, rivers, and coal/iron deposits

- the meaning and role of *economic nationalism*
- why Belgium in particular took off industrially after c.1830
- the role of the concept of limited liability in promoting industrialization
- ⊗ the leading industrial nations of Europe by mid-19<sup>th</sup> century
- ⊗ the leading industrial nations of Europe by late 19<sup>th</sup> century
- ⊗ the regions/ nations that still had not industrialized by c.1900
- ⊗ why Europe as a whole raised per capita industrial levels so much more than non-Western nations
- ⊗ the benefits of industrialization to Europeans in the areas of mortality, jobs, and standard of living
- ⊗ the 'economic multiplier' effect of the growth of the textile industry
- ⊗ the problems of industrialization in terms of working and living conditions
- ⊗ the conditions of child labor in British factories and mines
- ⊗ why children were used as labor in the early days of the Industrial Revolution
- ⊗ why many opposed the use of women to work in mines
- ⊗ the regimentation of working and living that accompanied industrialization
- ⊗ the changes that accompanied industrialization
  - urbanization
  - demand

### 3. DATES

The Napoleonic Era

Napoleon's *coup d'état*

Concordat of 1801

Treaty of Amiens

Battle of Trafalgar

height of Grand Empire

invasion of Russia

Hundred Days

Battle of Waterloo

Industrial Revolution in Britain

the specific date after which European (Continental) industrialization seriously began

Belgian independence

### 4. TERMS

Napoleon Bonaparte

Directory

Abbé Sieyès

plebiscite

Constitution of 1801

Civil Code of 1804/ aka Napoleonic Code

French bureaucracy

Concordat of 1801

Family monarchy

Joseph Fouché

Treaty of Amiens

Battle of Trafalgar

Lord Nelson

Battle of Austerlitz

German Confederation of the Rhine

Battles of Jena-Auerstädt

Treaty of Tilsit

Grand Empire

satellite state

Continental System

Russian retreat

Battle of Borodino

wars of liberation

Battle of Leipzig

Battle of the Nations

Louis XVIII

Bourbons

Hundred Days

Battle of Waterloo

Great Britain

Industrial Revolution

putting out system

cottage industry

Hargreave's spinning jenny

Arkwright's water frame

steam engine

James Watt

coke

Cort's puddling furnace

Stephenson's *Rocket*

Crystal Palace

proletariat

Commercial Revolution  
population explosion  
Agricultural Revolution  
Enclosure Movement  
tariff  
laissez-faire  
primogeniture  
per capita  
per capita industrialization  
tariff protection  
*zollverein*  
Friedrich List  
economic nationalism  
corporate banks  
limited liability  
class-consciousness  
capital  
labor  
William Blake  
'satanic mills'  
William Wordsworth  
Luddites  
Friedrich Engels  
standard of living  
cottage workers  
Robert Owen  
Factory Act of 1833  
Mines Act of 1842  
Combination Acts  
Chartist movement  
standard of living  
mortality  
economic multiplier  
regimentation  
standardization  
urbanization



# 17. CONTENT REVIEW #5: EUROPE, 1815-1914

## 1. SOURCES

### ✓ CLASS NOTES

### ✓ MCKAY\_TOPIC GUIDES:

Economic Liberalism (January 31)

Metternich & the Congress of Vienna (January 31)

Radical Ideas: Liberalism, Nationalism, Socialism (February 5)

Romanticism (February 6)

Reforms and Revolutions (February 6)□

The Revolutions of 1848 (February 19)

Napoleon III and France (February 19)

Italian Unification (February 21)

German Unification (February 26)

The Age of Mass Politics (February 27)□

Russia in the late 19<sup>th</sup> century (February 28)

Marxism and the Socialist Movement (March 3)

19<sup>th</sup> century European culture and society (March 10)

## 2. MAJOR IDEAS

- ⊗ the new ideologies that emerged in and dominated European society and politics during the period following the French and Industrial Revolutions, including:
  - the three kinds of liberalism
  - the two general categories of socialism
  - the two areas to which conservatives reacted
- ⊗ the basic purposes and methods of mercantilism, and why economic liberals opposed it
- ⊗ the basic ideas of **CAPITALISM**, including
  - its meaning in opposition to mercantilism, and why its defenders were called 'liberals'
  - its meaning in opposition to socialism
- ⊗ the major economic liberals of the late 19<sup>th</sup> century, and the major work (book or idea) of each
- ⊗ the major ideas of Adam Smith
- ⊗ the relationship between population and food supply as described by Thomas Malthus, and why he says that government intervention will hurt rather than help
- ⊗ Ricardo's iron law of wages
- ⊗ the general background to socialism, including
  - the problems of the working classes in the 19<sup>th</sup> century
  - why liberalism didn't work as a solution to those problems
- ⊗ **UTOPIAN SOCIALISM**
  - the basic assumptions held in common by the Utopians
  - the representative Utopian Socialists and the major ideas of each
- ⊗ **SCIENTIFIC SOCIALISM**
  - its two founders, and their major work
  - why Marx called it 'scientific'
  - the basic ideas of Marxism in the following areas:
    - the meaning of Hegelian dialectics, and how Marx applied it to class struggle
    - historical materialism
    - the theory of labor
    - what will happen after the Marxist revolution
- ⊗ **NATIONALISM**, including
  - its basic meaning in the context of 19<sup>th</sup> century Europe
  - the political objectives of nationalism
  - the ways in which liberalism, democracy, and nationalism were linked
  - how early nationalism led to ideas of 'us-them' or even national superiority
- ⊗ **ROMANTICISM**, including
  - its general characteristics
  - its application to music, and the most important Romantic composers
  - its application to art, and the most important French and English Romantic artists
  - its application to literature, and the most important German, English, and French Romantic poets and novelists
  - how Romanticism lent itself to both conservatism and liberalism, as well as to nationalism
- ⊗ the background to the Congress of Vienna, and its overall purpose
- ⊗ the two specific objectives of the Congress of Vienna
- ⊗ the leading members of the Quadruple Alliance at the Congress,
- ⊗ the three principles of settlement at Vienna, and the specific actions taken to ensure them
- ⊗ the Concert of Europe of the period 1815-1848, including
  - the purpose of the Quadruple Alliance
  - how the Congress System was intended to work
  - the members and objective of the Holy Alliance
- ⊗ the role of the 'dual revolution' in European politics after 1815
- ⊗ Metternich's problem within the Austrian Empire, and how he dealt with it
- ⊗ the general ways in which rulers, classes, and ideologies played out their objectives and conflicts in the period between 1815 and 1848, including
  - what the conservative rulers wanted
  - what ideologies each class was most likely to belong to
  - the different ideologies, and what each wanted in the Europe of 1815-1848

- ⊗ the upheavals that took place in Great Britain in the 1820's, including
  - the class objectives and activities of the Tory Party
  - the role of the Corn Laws
  - the repressive measures taken by the Tory government
- ⊗ the upheavals that took place in Great Britain in the 1830's, including
  - the class objectives and activities of the Whig Party
  - what the Reform Bill of 1832 did
  - the objectives of the Chartists
  - the reforms produced by both workers and middle class Whigs
- ⊗ the upheavals that took place in France in the 1820's, including
  - the nature of Louis XVIII's rule
  - the nature of Charles X's rule
  - the July Revolution of 1830 and its consequences
  - the nature of Louis Phillipe's rule
- ⊗ how the clash of rulers, classed, and ideologies played itself out in
  - the German states
  - Belgium
  - Italy
  - Russia
  - Greece
- ⊗ the background to and consequences of the Irish potato famine of the 1840's
- ⊗ the major European nations which experienced revolutions in 1848
- ⊗ the major nations that did not experience 1848 revolutions
- ⊗ the general pattern of revolution in 1848, including the roles of
  - conservative monarchies
  - the liberal bourgeoisie
  - the urban workers and students
  - nationalist
- ⊗ the 1848 Revolution in France
  - the background of the February Revolution
  - the revolutionary coalition of the Second French Republic, and the reforms it produced
  - the factors that caused the fragmentation of the revolutionary coalition and the June Days
  - the activities of Louis Blanc and the National Workshop
  - the events that ended the Revolution
  - the ideological dimension of the June Days
- ⊗ the 1848 revolts in Italy
  - the dynasties that played the 'conservative monarchy' role
  - the coalition that led the revolts against the Bourbons and Habsburgs
  - the role of Mazzini
  - the factors that fragmented the revolutionary coalition
- ⊗ the 1848 Revolution in Austria
  - the problems faced by liberals and nationalists in Austria
  - the nationalities that comprised the Habsburg Empire
  - the role of Hungary and Kossuth in the Revolution
  - the revolutionary achievements in Hungary and Vienna
  - why the revolutionary coalition fell apart
- ⊗ the 1848 Revolution in Germany
  - the role of the February Revolution in France
  - what the liberals of Prussia wanted
  - the Frankfurt Assembly
  - why and how the revolution failed
- ⊗ the triumph of '*realpolitik*' after 1848, including
  - what it means
  - what it repudiated
  - how it achieved liberal and socialist goals in the period after 1848
  - the role of nationalism
- ⊗ the steps by which how Louis Napoleon came to power in France, and how he used the approval and objectives of the masses to do it
- ⊗ the Second Empire of Napoleon, including
  - the autocratic nature of his rule
  - his political reforms
  - his economic reforms
  - the model he provided for similar European rulers
- ⊗ Italian unification
  - why Italy had not unified by the middle of the 19<sup>th</sup> century
  - the role of Pope Pius IX
  - the three approaches to unification after 1815, and why the Cavour/Piedmont Sardinia approach was strengthened in 1848
  - the role of Cavour in Italian unification
  - the differences between North and South in Italy
  - the two steps in Italian unification, including the roles of
    - Napoleon III
    - nationalists
    - Garibaldi & the Red Shirts
    - Victor Emmanuel

- the major events, from 1848 to 1871
- ⊗ German unification
  - why Prussia led the successful drive toward German unification
  - the meaning of Bismarck's promise that Germany would be united by '*blood and iron*'
  - the steps to unification prior to 1864
  - the role of the Danish War of 1864
  - how Bismarck won the Austro-Prussian war of 1866
  - the organization of the German confederation
  - why and how Bismarck fought the Franco-Prussian War
  - why the result of the Franco-Prussian war shocked Europe and infuriated France
- ⊗ the main characteristics of the age of mass politics, including
  - why ordinary working people felt increasingly loyal to authoritarian governments
  - the kinds of reforms made by authoritarian governments in this period
  - the 'dark side' of the age
- ⊗ the German Empire after 1871
  - the political structure of the empire, and the main 'players' /parties
  - why the middle classes were more or less left out
- ⊗ how and why Bismarck sought to destroy Catholics, and why he failed
- ⊗ how and why Bismarck sought to destroy the German Socialists, the social policy he implemented to do so, and why he failed
- ⊗ the background and events of the Paris Commune, and how it ultimately unified the 3<sup>rd</sup> Republic
- ⊗ the reforms of the Third Republic
- ⊗ the challenges to the Third Republic, including
  - the background of the Boulanger crisis, why it failed, and how it strengthened the Republic
  - the Dreyfus Affair, and how it strengthened the Republic, discredited the Right, and ended the centuries-old *rapprochement* between the Church and the government in France
- ⊗ the main players, parties, and issues in England after 1865
- ⊗ the problems and divisions faced by Britain and the Irish question before 1914
- ⊗ how the Austrian Empire was the only major nation to be weakened rather than strengthened by nationalism
- ⊗ the formation of the Dual Monarchy
- ⊗ Russia just before the Crimean War
- ⊗ the Crimean War, and the major lesson learned by Russia after its defeat
- ⊗ the reforms of Czar Alexander II, including
  - why the serfs were freed
  - what the *mirs* and the *zemstvos* were meant to achieve, and how they limited the effect of the serfs' liberation
  - the results of the railroad construction program
  - the assassination of Alexander, and its political effect
- ⊗ the reforms of Count Witte
- ⊗ the Revolution of 1905, including
  - the role of the Russo-Japanese War
  - the divergent demands of the middle class, proletariat, peasants, and national groups
  - the role of Bloody Sunday
  - the reforms and role of the October Manifesto
- ⊗ the general objectives of Marxism, and why it opposed both nationalism and war
- ⊗ the leaders or parties of Socialism in Germany, France, and England
- ⊗ the meaning and growth of the Internationals
- ⊗ the problems faced by conventional Marxism in the late 19<sup>th</sup> century, including
  - why workers were progressively less radical
  - the role of nationalism
- ⊗ the major ideas of Revisionism, and identify its most prominent theorist
- ⊗ the main themes in 19<sup>th</sup> century culture and society, including
  - the social changes: urbanization, social structure, family
  - the cultural changes: science, social science, literature, and art
- ⊗ urbanization
  - its background
  - the problems of the sudden increase in urban population
- ⊗ the public health movement, including
  - its founder and his orientation
  - the role of breakthroughs by Pasteur and Lister
- ⊗ the changes in urban planning and transportation that took place in Paris and other major cities
- ⊗ the middle classes:
  - how industrial and technological progress increased the stature of the middle class
  - the hierarchy within the middle class
  - the behavioral characteristics
- ⊗ the divisions within the working classes
- ⊗ the role of sports and music hall in working class structure
- ⊗ changes in the 19<sup>th</sup> century family
  - the role of romantic love
  - sex and illegitimacy
  - the roles of women
  - organization of women for change
  - child rearing
- ⊗ the major scientific changes of the late 19<sup>th</sup> century, including

- the major changes in bacteriology, chemistry, and electromagnetism, and the scientists who produced them
- the changes in physics, the scientists who produced them, and how they changed traditional views of the universe, energy and matter
- ⊗ the major work in social science, including the contributions of
  - August Comte
  - Charles Darwin
  - Sigmund Freud
- ⊗ Realism
  - its background and major theme
  - the two cultural manifestations of realism
  - its main literary practitioners in France, England, and Russia
  - major realist artists
- ⊗ the characteristics and major artists of the Impressionist movement

### 3. DATES

publication of *Wealth of Nations*

the general period of Utopian Socialism and Romanticism

the general period of Marxism

Congress of Vienna

Carlsbad Decrees

Peterloo Massacre

Greek independence

English Reform Bill

Irish potato famine

July Revolution in France

February Revolution

June Days

Austrian Revolution

Frankfort Assembly

the Second French Republic

the Second French Empire

the unification of Italy

Crimean War

freeing of Russian serfs

the rule of Bismarck

Kulturkampf

Paris Commune

Third Republic

Dreyfus Affair

Bloody Sunday

Revolution of 1905

Revisionism

### 4. TERMS

mercantilism

monopoly

capital

free trade

Adam Smith

*Wealth of Nations*

invisible hand

economic liberalism

Thomas Malthus

*Essay on the Principle of Population*

David Ricardo's Iron Law of Wages

the dismal science

liberalism

classical liberalism

nationalism

Jules Michelet

socialism

Henri de Saint-Simon

Charles Fourier

Louis Blanc

Pierre Joseph Proudhon

Utopian socialists

Karl Marx

Friedrich Engels

Communist Manifesto

bourgeoisie

proletariat

class struggle

Hegel

dialectical process

materialism

theory of surplus value

dictatorship of the proletariat  
Romanticism  
classicism  
 Sturm und Drang  
Gothic  
Beethoven  
Schubert  
Berlioz  
Chopin  
Liszt  
Dvořák  
Wagner  
Tchaikovsky  
Delacroix  
Géricault  
Constable  
Turner  
Goethe's *Sorrows of Young Werther*  
Grimm's *Fairy Tales*  
Scott, *Ivanhoe*  
Percy Shelley  
Byron  
Wordsworth  
Coleridge  
Hugo  
liberalism  
conservatism  
nationalism  
Utilitarianism  
John Stuart Mill  
Jeremy Bentham  
Congress of Vienna  
dual revolution  
Metternich  
Quadruple Alliance  
Castlereagh  
Talleyrand  
Czar Alexander I  
balance of power  
Congress System  
Holy Alliance  
German Confederation  
Carlsbad Decrees  
Austrian Empire  
Tories  
Whigs  
Corn Laws  
Peterloo Massacre  
Six Acts  
Reform Bill of 1832  
Chartism  
people's charter  
Louis XVIII  
Charter of 1814  
Charles X  
reactionary  
July Revolution  
Louis Philippe  
bourgeois monarchy  
Mazzini  
Decembrist revolt  
Nicholas I  
Alexander Ypsilanti  
Navarino  
Ottoman Turks  
Greek Orthodox  
rotten boroughs  
Ten Hours Act  
the Great Famine  
dual revolution  
revolutionary coalition  
Louis Philippe  
bourgeois monarchy  
Second French Republic  
Utopian socialism  
depression of 1848

Louis Blanc  
national workshops  
Constituent Assembly  
June Days  
Louis Napoleon  
Mazzini  
Habsburgs  
Bourbons  
Ferdinand I  
Austrian Empire  
Franz Joseph  
Hungary  
Croats  
Serbs  
Romanians  
Czechs  
Magyar  
Louis Kossuth  
Frederick William IV  
Frankfurt Assembly  
plebiscite  
Piedmont- Sardinia  
Giuseppe Mazzini  
Vincenzo Gioberti  
Victor Emmanuel  
Pope Pius IX  
Count Cavour  
Napoleon III  
Giuseppe Garibaldi  
Red Shirts  
German Confederation  
Zollverein  
Frankfurt Assembly  
William I  
Otto von Bismarck  
Chancellor  
'blood and iron'  
Schleswig-Holstein  
Danish War  
Austro-Prussian War  
Seven Weeks' War  
Battle of Sadowa  
North German Confederation  
reichstag  
Ems Dispatch  
Franco-Prussian War  
Battle of Sedan  
Treaty of Frankfurt  
Alsace-Lorraine  
German Empire  
German Confederation  
anti-Semitism  
German Empire  
Bismarck  
Reichstag  
*Kulturkampf*  
Pius IX  
Catholic Center Party  
protective tariff  
Junkers  
Social Democratic Party  
social security laws  
William II  
Third Republic  
Paris Commune  
Adolf Thiers  
Léon Gambetta  
Jules Ferry  
Boulangier crisis  
Pope Leo XIII  
Dreyfus Affair  
Zola *J'Accuse*  
anti-clerical campaign  
Conservatives  
Disraeli  
Liberals

Gladstone  
Reform Bill of 1867  
Reform Bill of 1884  
The People's Budget  
Home Rule  
Ulster  
Dual Monarchy  
modernization  
Crimean War  
Alexander II  
*mir*  
collective responsibility  
*zemstvo*  
Alexander III  
Sergei Witte  
Revolution of 1905  
Bloody Sunday  
October Manifesto  
Duma  
Peter Stolypin  
Fabian Society  
Socialist International  
Second International  
standard of living  
bread-and-butter issues  
revisionism  
Eduard Bernstein  
*Evolutionary Socialism*  
Jean Jaurès  
Edwin Chadwick  
Benthamites  
sanitary idea  
public health movement  
miasmatic theory of disease  
germ theory of disease  
Louis Pasteur  
Joseph Lister  
Georges von Haussmann  
antiseptic principle  
Napoleon III  
middle classes  
working classes  
labor aristocracy  
illegitimacy explosion  
Mendeleev  
Marie Curie  
Ernest Rutherford  
Max Planck  
quantum theory  
Albert Einstein  
theory of relativity  
Sigmund Freud  
psychoanalysis  
defense mechanisms  
thermodynamics  
organic chemistry  
Michael Faraday  
August Comte  
positivism  
evolution  
Charles Lyell  
Jean Baptiste Lamarck  
Charles Darwin  
*Origin of Species*  
Social Darwinism  
Herbert Spencer  
realism  
Emile Zola  
Honoré de Balzac  
Gustave Flaubert  
George Eliot  
Thomas Hardy  
Leo Tolstoy  
Henrik Ibsen  
Gustave Courbet  
Pierre-Auguste Renoir

Edouard Manet  
Impressionism  
Claude Monet

Camille Pissarro  
Edgar Degas

## 18. CONTENT REVIEW #6: EUROPE, 1914-1992

### 1. SOURCES

#### ✓ CLASS NOTES

#### ✓ MCKAY\_TOPIC GUIDES:

Western Imperialism

The First World War

The Russian Revolution

European Politics in the 1920's

Conservative Authoritarianism and Radical Totalitarianism

Stalin and the Soviet Union

Mussolini and Italian Fascism

Hitler and Nazi Germany

Axis Aggression and the Beginning of World War II, 1933-1942

Conclusion of World War II, 1942-1945

The Origins of the Cold War, 1945-1953

The Western Renaissance, 1945-1968

Soviet Eastern Europe, 1945-1968

The Decline of Communism

### 2. MAIN IDEAS

- difference between political and economic imperialism
- the general consequences and targets of the new imperialism
- which countries controlled what in pre-1880 Africa
- what happened between 1880 and 1900
- the background and consequences of the Boer War
- the role of Leopold II
- the purpose and principles of the Berlin Conference
- the activities of the Germans, French, and British in the 1880's
- the British-Muslim conflicts of the 1880's and 1890's
- the lessons of the British conquest of the Sudan
- the nations that extended political control over Asia
- the factors and arguments contributing to the late 19<sup>th</sup> century rush for territory, including
  - economic motives, and the limits of economic gain through imperialism
  - the political and diplomatic advantages of imperialism
  - Treitschke's warnings about colonies
  - the roles of Darwinism and racism
  - the role of technological and military advances
  - the role of government propaganda and special interests
  - Kipling's argument for imperialism
- Hobson's arguments against imperialism
- Why France posed a threat to Bismarck's Germany
- the eastern empires and why they were a threat to Bismarck's Germany
- the purposes of Bismarck's alliance system, and the alliances he formed
- why and how Russia and France became allies
- the reasons for the Anglo-German rivalry that developed by 1904
- the Moroccan crisis, and its diplomatic results for Germany and Europe
- why war in the Balkans seemed inevitable
- the background of the assassination at Sarajevo
- how the assassination of Franz Ferdinand led to a war between Serbia and Austria-Hungary
- why Germany and Russia got involved in the conflict, and why England was expected not to
- how *'the diplomatic situation...got out of control'* in July of 1914
- the role of the Schlieffen Plan in the outbreak of war
- the degree to which Austria-Hungary was responsible for the outbreak of the War
- the degree to which Germany was responsible for the outbreak of the War, and the historiographic debate over Germany's aggression
- the role of nationalism in the outbreak of World War I
- the significance of the Battle of the Marne
- how the war turned into one of trench warfare, and how this in turn became slaughter and stalemate
- the typical gains and losses of trench warfare
- the effect of trench stalemate and slaughter on the generation that fought in it
- how the Eastern Front was different from the Western one
- the fate of Russia on the eastern front
- the background and significance of the entrance of the United States
- Why the Russian Revolution was such a momentous event in modern history
- why Russia mobilized less effectively for WWI than other warring nations
- why Nicholas' decision to go to the front was a fateful decision, and the circumstances that led to the March Revolution
- the nature of the March Revolution, and its immediate effects upon Russian authoritarianism
- how and why Kerensky and the Provisional Government won the suspicion of the lower classes
- the roles of the Petrograd Soviet and Army Order No. 1 in the collapse of the Provisional Government
- Lenin's ideas on revolution, including
  - how capitalism would be destroyed



- socialism in a backward and relatively pre-industrial country
- the role of the party
- how he saw the World War
- ⊗ how Kerensky and Kornilov blew it in the summer of 1917
- ⊗ why the Bolsheviks were able to seize power in November, 1917
- ⊗ what the peasants wanted and got in 1917
- ⊗ what the urban workers wanted and got in 1917
- ⊗ why Lenin pushed for peace at any price in World War I, and the specific price of that peace
- ⊗ how Lenin dealt with electoral defeats in the Constituent Assembly
- ⊗ the nature of the Civil War (who the Whites were, who the Reds), and why the Bolsheviks won it against considerable odds, including the roles of the following:
  - Trotsky
  - war communism
  - revolutionary terror and the Cheka
  - foreign intervention
- ⊗

### 3. DATES

New Imperialism  
 Boer War  
 Berlin Conference  
 the outbreak of World War I  
 the First Battle of the Marne  
 the entrance of the United States  
 March Revolution  
 abdication of the Tsar  
 November/Bolshevik Revolution  
 Treaty of Brest-Litovsk  
 Civil War

### 4. TERMS

imperialism  
 political empire  
 economic empire  
 new imperialism  
 Boers  
 Afrikaners  
 Great Trek  
 Boer War  
 Cecil Rhodes  
 Leopold II  
 Berlin Conference  
 Jules Ferry  
 Otto von Bismarck  
 Khartoum  
 Battle of Omdurman  
 Darwinism  
 quinine  
 'white man's burden'  
 J.A. Hobson  
 First World War  
 Bismarck  
 Ottoman Empire  
 Three Emperor's League  
 Triple Alliance  
 William II  
 Algeciras Conference  
 Moroccan crisis  
 Congress of Berlin  
 the Balkans  
 Austro-Hungarian Empire  
 Slavs  
 Serbia  
 First Balkan War  
 Archduke Franz Ferdinand  
 Black Hand  
 Pan-Slavism  
 Schlieffen Plan  
 Nicholas II  
 Belgium  
 Triple Entente  
 First Battle of the Marne  
 trench warfare  
 over the top  
 Battle of the Somme

Verdun  
Passchendaele  
Erich Maria Remarque  
western front  
eastern front  
Paul von Hindenberg  
Erich Ludendorff  
Central Powers  
Dardanelles  
Lusitania  
submarine warfare  
Woodrow Wilson  
The Russian Revolution  
Tsar Nicholas II  
Duma  
Tsarina Alexandra  
Rasputin  
provisional government  
Alexander Kerensky  
July Offensive  
Petrograd Soviet  
Army Order No. 1  
Vladimir Ilyich Lenin  
Bolsheviks  
Mensheviks  
Kornilov revolt  
Leon Trotsky  
November Revolution  
Treaty of Brest-Litovsk  
Communists  
Socialist Revolutionaries  
Constituent Assembly  
Russian civil war  
Whites  
Reds  
war communism  
Cheka